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ABSTRACT

Developed by the Chicago public schools in coordination with State and local departments of vocational education, the document is the last in a series of three curriculum guides. Intended for use at the junior high school level, its aim is to provide two types of guidance services: counseling for self-understanding and personal development, and a program of broad, general occupational information intended to serve as a foundation for later career decisions. The program emphasizes the contribution of group guidance to the total guidance program and in the classroom; group guidance techniques and the development of a guidance unit plan are discussed. All three career development guides in the series--primary, intermediate, and upper levels--are organized around the same conceptual framework: learning to know oneself, developing habits and relationships, learning about opportunities, and making and carrying out plans. Each unit specifies general unit goals, specific behavioral objectives, and suggestions for classroom activities. Concluding each unit is a detailed bibliography of resource materials, including books, kits, audiovisual materials, and other instructional aids. (MW)

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CAREER DEVELOPMENT FOR THE UPPER GRADES

JAMES F. REDMOND
General Superintendent of Schools

BOARD OF EDUCATION
CITY OF CHICAGO

CE 003 512

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FOREWORD

The Chicago public schools have undertaken a variety of programs in recent years to provide wide exposure to the vocational and avocational world and to relate the activities in school to the functions of living beyond the school. These programs are enumerated in the introduction of this publication, and all capitalize upon the strength of children and a guidance-oriented relationship between pupils and teachers to develop group processes that enhance each child's self-image and fortify his sense of opportunity.

On July 8, 1970, the Board of Education approved a plan for weekly group guidance with occupational information from kindergarten or preschool through eighth grade.

Under the plan, the weekly sessions will be conducted by classroom teachers and coordinated by the adjustment teacher or counselor who will be fulfilling the role of guidance coordinator, the term used by the State of Illinois and here adopted for the function inasmuch as it is a generic term covering both the customary name of counselor and the unique name of adjustment teacher.

This is a cooperative enterprise with the state and local Departments of Vocational Education working with the guidance division of the Bureau of Pupil Personnel Services to make an expanded career development program possible. It will bring a valuable and unusual service to an estimated 350,000 more pupils, kindergarten through grade 6, than formerly benefited from weekly group guidance. By strengthening the teacher-pupil relationships, solid groundwork is being laid for the expansion of a developmental program of elementary school guidance.

Above all, it needs to be emphasized that, for this bit of each pupil's week, he is not to be required to provide a "right" answer, nor is he to be marked. This should be his time to explore ideas, happenings, imaginative glimpses, and opportunities. This should be his sight of the untraveled shore that fades forever and forever as he moves.

JAMES F. REDMOND

General Superintendent of Schools

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DEPUTY SUPERINTENDENT OF SCHOOLS

Manford Byrd, Jr.

DEPARTMENT OF PUPIL PERSONNEL SERVICES AND SPECIAL EDUCATION

Louise G. Daugherty
Assistant Superintendent

DIVISION OF GUIDANCE

Joan Jordan
Administrator

Mary Lawler
Coordinator

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INTRODUCTION

The guidance program in a school is an integral part of the instructional program and is comprised of those services and techniques which are organized to assist each pupil to become self-directive, to see himself in relation to his opportunities, and to formulate and achieve worthy and realistic goals. A school guidance program, thus, must be continuous from school entrance to school leaving and must be a planned, every-pupil service.

Under the leadership of the principal, the counselor or adjustment teacher is the staff person(s) within each school who is responsible for coordinating the program. However, because of the nature of the elementary school, the developmental stages of children, and the close relationship between the classroom teacher and his pupils, the teacher is the most significant school adult in delivering the services of the guidance program.

Components of a guidance program may be categorized as follows:

- Articulation and orientation activities
- Identification and exploration of individual characteristics
- Dissemination of occupational and educational information
- Counseling contacts for pupils
- Placement activities
- Referral services
- Maintenance of a system of records
- Followup and evaluation activities

An Every-Pupil Service

The foregoing services reach the pupil in one of two ways, through group processes or individual contacts. While individual counseling is an important method of providing guidance service, group guidance has unique usefulness as a base. Many advantages accrue to a school educational program when weekly class-size group sessions are a planned part of that program. One main advantage is that basic services are assured to all children and the force of the peer group is utilized.

The end goal of the guidance program is optimum development and autonomy in social, personal, and academic areas that are part of the lifelong process called 'career development'. Super, Hoyt, Roe, Tennyson, and others have written at length about this process. In his keynote address to the Chicago Public School All-City Guidance Conference in December, 1970, Dr. Norman C. Gysbers of the University of Missouri described variables affecting career development. He defined career development "as that portion of human development which centers on the unfolding of an individual's career identity. It's the term used to describe this unfolding process that endures for a lifetime."

Recognition of the Need

The need for a continuum of services to meet the developmental guidance needs of pupils in the life process of career development has long been recognized by the Chicago public schools. Adjustment teacher service and counselor service are answers to that need and offer a continuous program of services, but the role of the classroom teacher is all pervasive in a pupil's day. Moreover, group processes have an inherent value in meeting the developmental needs of young people.

Developmental Guidance Programs

Efforts to incorporate group processes in the elementary school guidance program began in 1956 with the introduction of weekly group guidance in class-size groups in the upper grades. With the assistance of Title V of the National Defense Education Act of 1959, a summer program of group guidance was developed in 1965 and was conducted daily in three schools for new eighth and ninth graders. Suspension of funding ended the program. When the Elementary and Secondary Education Act of 1965 made money available for after-school programs, group guidance was initiated in all ESEA schools. The groups were led by classroom teachers who received consultant service from the district guidance consultants. While the number of groups was limited to one daily in each school, experience was gained at virtually all grade levels. Subsequently two other programs provided experience in group guidance under the leadership of the classroom teacher. The first of these, termed in-school group guidance, was provided to all sixth grade pupils in approximately 70 schools in the four saturation districts under ESEA. Inservice training was offered the teachers on a regular basis by consultants.

In 1966 a planning grant was obtained under Title III of ESEA for a unique project entitled "Planning of a Career Development Program for Intermediate Grade Children." Special summer schools were established in which teachers experimented with group guidance techniques and approaches in regular class units such as social studies and language arts.

In 1969 funds were obtained under NDEA to analyze the need for an elementary school guidance design and to plan one suitable for the 1970s. Steps in the formulation of the projected developmental elementary school guidance program included --

- A citywide survey of adjustment teachers and principals to determine needs and receptivity of the guidance concept
- Research of recent guidance literature
- Consultation with leaders in guidance and related fields
- Consultation with field staff, administrators, teachers, community groups, and children
- Inservice programs

The plan which emerged from the above steps was then tested in nine pilot schools.

Each of the programs and projects, implemented over the last fifteen years, tested group guidance methods and content effort.

Expansion of the Guidance Service

Further recognition by the Board of Education of the need for a continuous K-12 Program is evidenced by Board approval of including and elementary school program of occupational information and group guidance in Chicago's Five-Year Plan for Vocational Education. Subsequently, the Board approved the Report titled "Authorize Preparation of Occupational Information Materials for Use in the Elementary School Grades, and Initiation of an Elementary School Guidance Program Kg-8," (70-634-5) which provided, among other items, for amending the official time schedule for the elementary school to include 40 minutes weekly for group guidance and occupational information in grades seven and eight, 30 minutes weekly at the intermediate level, and 20 minutes at the primary level.

The long-range goals of the program are to assure the delivery of certain fundamental guidance services to each student. These services are designed to foster his development as a person and to improve his response to the learning climate and the environment of which he is a part. In addition to these every-pupil services, particular students must receive special assistance because of their special needs.

PART I - BASIC CONSIDERATIONS

CAREER DEVELOPMENT IN THE ELEMENTARY SCHOOL

The primary responsibility for evolving a productive and rewarding way of life rests upon the individual himself. In enabling individuals to assume such responsibility it becomes the task of the school to relate what goes on in the classroom to what people do beyond the walls of the school and to provide leadership for all children in developing self-understanding and planning for present and future needs of our rapidly changing society.

Career Development

The process of career development encompasses more than acquisition of occupational information. Twiford[4] states --

> *It is being increasingly recognized that a developmental approach to career education and guidance requires sequential, articulated programming from the kindergarten through each successive "level" of education. In broad process terms, the progression is frequently described as moving primarily from early awareness, through orientation, to exploration, to more selective and intensive investigation and consideration as appropriate group and individual maturation and current needs* (indicate). *These broad processes, so described, relate both to the self and to the world of work, and to the interrelationships.*
>
> *It is basic to observe also that education for career development and guidance entails a total-school involvement. The teaching function as well as the counseling function takes on a greater commitment to this aspect of human development along with other aspects. The instructional curriculum as well as the specialized guidance and counseling services becomes crucially involved.*

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[4] Don D. Twiford and Frank L. Sievers, Occupational Outlook Handbook. "Using the Handbook in Guidance." (Washington, D.C.: Superintendent of Documents, 1973), p. 3.

Recognition of Need

The recognition of the need to develop such programs in our schools is reflected in the numerous bills that passed Congress in the past few years involving career development, occupational information, and vocational training. Recognition of Career Development needs is further expressed in the Illinois Program for Evaluation, Supervision, and Recognition of Schools,[5] which states --

> *6-7 The instructional program of every school district shall address itself to initiating a career education program.*
>
> *6-7.1 The educational system shall provide every student with opportunities for training in the world of work.*
>
> *6-7.2 Every district shall initiate an organized sequential Career Development awareness, exploration, orientation, and preparation program at all grade levels which should enable students to make more meaningful and informed career decisions. Career Development encompasses the entire process of preparing an individual for a productive and meaningful life.*

Career Development is included in a state directive in two areas, Curriculum and Pupil Services. The Office of the Superintendent of Public Instruction for the State of Illinois in Action Goals of the Seventies states "Many student witnesses complained that little or no assistance was given in assessing career, vocational and higher education possibilities . . ."[6] Several action goals were formulated to provide such assistance.

Action Objective #4: (Chapter Eight, Pupil Services, p. 115)

BY 1975, IN COOPERATION WITH THE DIVISION OF

---

[5] Illinois, Office of the Superintendent of Public Instruction, The Illinois Program for Evaluation, Supervision, and Recognition of Schools, Circular Series A, Number 160 (Superintendent of Public Instruction, State of Illinois, 1973), p. 20.

[6] Illinois, Office of the Superintendent of Public Instruction, Action Goals for the Seventies: An Agenda For Illinois Education, (Superintendent of Public Instruction, State of Illinois, 1972), p. 113.

VOCATIONAL AND TECHNICAL EDUCATION, AID IN THE DEVELOPMENT OF GRADES K-6 CAREER AWARENESS PROGRAMS, GRADES 7-10 CAREER EXPLORATION, AND GRADES 10-12 CAREER ORIENTATION PROGRAMS.

Necessary Steps:

1. *Broaden vocational education in each institution by developing a sequential career education concept to include career awareness, exploration, orientation, and preparation by 1973.*

2. *Make instructional materials relevant to the teaching and enrichment of the career education program available through the media center of each institution by the 1973-74 school year.*

3. *Develop comprehensive career education programs in all institutions by 1974 utilizing one of the following concepts: Joint agreements with other public or private institutions, participation in an area vocational center, or development of self contained programs.*

Action Objective #2: (Chapter Six, the Curriculum)[7]

BY 1975, PROVIDE OCCUPATIONAL INFORMATION FOR ELEMENTARY SCHOOL PUPILS AND CAREER EDUCATION FOR ALL STUDENTS IN HIGH SCHOOLS, POST-SECONDARY SCHOOLS, AND FOUR-YEAR INSTITUTIONS.

Necessary Steps:

1. *By 1973 broaden vocational education in each institution by developing a sequential career education concept to include career awareness, exploration, orientation, and preparation.*

2. *Insure that instructional materials related to the teaching and enrichment of the career education programs will be available and accessible through the institution's media center by the 1973-74 school year.*

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[7] Ibid., p. 103.

6

3. *Develop comprehensive career education programs at all institutions by 1974, utilizing one of the following concepts: Joint agreements with other public or private institutions, participation in an area vocational center, or development of self contained programs.*

Implementation by the Chicago Public Schools

A number of Government funded programs of the Chicago Public Schools described in the introduction section of this document reflect the efforts of the schools to develop the concept of career development. They include --

ESEA Title I, Activity 8: In School Guidance

ESEA Title III: Career Development

Title I, Program III, Section E: Career Development

Title I, Program II, Activity 10: Horizons Ahead

NDEA Title V: "Designing Elementary School Guidance for the 70 s," Board Report 69-838

ILLINOIS VOCATIONAL EDUCATIONAL FUND: "Authorize Preparation of Occupational Information Materials for Use in the Elementary School Grades and the Initiation of an Elementary School Guidance Program, Kg-8," Board Report 70-634-5.

What are the implications for the elementary school's program as a result of such recognition? At what stage in the developmental process should career oriented guidance activities be introduced to help children perceive opportunities in the work world?

Career development has long been recognized as a lifelong process beginning in the preschool years and continuing through a succession of stages or levels to maturity. "As a process, it includes the view one has of himself as a worker, the view he has of work itself, the knowledge he acquires about himself and his possible work opportunities, the choices he makes related to himself as a worker, and the ways in which he implements those choices. Programs of career development concern themselves with each of these facets of the total process."[8]

---

[8] Kenneth B. Hoyt, Rupert N. Evans, Edward J. Macking, and Garth L. Mangum, Career Education What It Is and How To Do It. (Salt Lake City, Utah: Olympus Publishing Co., 1972), p. 101.

Career Development Objectives

The goal of career development is not to force early vocational choice but rather to help pupils realize that one's vocational life results from a succession of choices based upon a wealth of information about the world of work.

Feingold[9] describes this process of occupational choice as follows:

> *Occupational choice is a developmental process. It just does not take place all at once. It is a complex task that requires careful study and sustained effort over periods of time. Career planning requires a knowledge of one's abilities, interests, aptitudes, and personality, as well as realistic knowledge of the changing world of work. The mix must be a balanced one. Making an appropriate career choice depends largely on one's appreciation of different possibilities. Well-informed students, capitalizing on their strengths, can choose on the basis of facts and values. They are not forced to grope blindly without any logical purpose.*

The following objectives of the program have been identified to carry out these career development goals:

> To develop awareness of the relationship between school activities and the world of work.
>
> To provide a systematic study of occupations.
>
> To provide career experiences through work related field trips, walking tours, and resource speakers.
>
> To discover the talents of individuals and demonstrate their relationship to occupations.
>
> To recognize the social value of necessary work.

In addition to these general program objectives, more specific objectives are stated for each of the guidance units to be explored by pupils.

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[9] S. Norman Feingold and Sol Swerdloff, Occupations and Careers. (Washington, D.C.: Webster Division, McGraw-Hill Book Company, New York, 1969), p. 6.

The Guidance Function and Career Development

Two types of guidance services -- (a) counseling for self-understanding and personal development, and (b) a well-formulated program of broad, general occupational information that serves as the foundation of later career decisions, are essential in the elementary school if schools are to render maximum assistance in career development to students.

The goal is much more than acquisition of job information. In addition to such information pupils learn that the world of work is a world of people. When a worker goes to work he doesn't take just part of himself to the job. He is there as a whole person. His body is there; his feelings and attitudes are there. He uses his hands, his feet, his head to develop work skills. His mind is there to recall what he knows and to find and use new information. His personality is there to get things done with people. All are factors that contribute to career identity.

There is a need for improved and expanded opportunities for students to become aware of and develop their career identities. We speak about disadvantaged populations, and we use different ways of describing these populations, but when it comes down to it, most youth are disadvantaged in their opportunities to develop their career identities. Generally, they have inadequate work-role models on which to base their emerging career identities. It's not that they don't have any, but in many respects they are inadequate.

Lack of such opportunity to have these role models does not result in an occupational knowledge and value vacuum. On the contrary, opinions are formed and judgments are made, but many times these experiences result in inadequate conceptualization and premature educational and occupational foreclosures. An opportunity unknown is not an opportunity at all. So at this very early point, this first need - and it does occur early - students/youth need the opportunity to become aware of, to differentiate and discriminate between and among, the various options that may be available to them.

Contribution of Occupational Information

Historically, little has been done in an organized way to translate career development theory into practice. Adequate professional help in gaining occupational information is needed to enable pupils to make decisions based on accurate information and to utilize the educational opportunities that are prerequisite to vocational success in the world in which they will live and work.

At the primary level occupational information is usually limited to the immediate environment and firsthand experiences of children. The resourceful teacher can broaden the pupils' career horizons through pertinent experiences in and around the school to discover --

who works
why people work
when and where people work

These planned experiences provide an excellent means for developing cooperation between the home, community, and the school.

At the intermediate level when aspirations are determined by needs and likes, the pupil characteristically believes that he can become whatever he wants to become. Occupational role models are needed, especially for girls whose aspirational levels are rising as opportunities expand, and for children with limited opportunity to observe workers in a variety of occupations.

At the upper elementary level determination of aspirations begins to move from the basis of likes to capacity, from "I like the job," or "It is exciting and interesting," to "I am good at art," or "I am editor of the school newspaper," or "My best scores are in reading." At this level pupils relate interests and abilities to different jobs; explore the educational requirements of jobs; and identify changes in the job market including the wide variety of new occupations that exist.

Thus the awareness of the great variety of occupations and the interdependence of workers develops through a planned program which starts when the child enters kindergarten. Such an awareness may not be left to chance, for every experience that a child has in learning about people around him helps him to learn about himself and the opportunities open to him.

THE CONTRIBUTION OF GROUP GUIDANCE TO THE TOTAL GUIDANCE PROGRAM

The purpose of a guidance program is to assist each pupil to develop realistic images about himself and about the opportunities for him in the world; then help him formulate, plan for, and achieve worthy and realistic goals with ever increasing self-direction.[10] In this sense, guidance serves to help the student find the meaning in what he is, in what happens to him, and in what he may become. The guidance process helps the student explore his thoughts, feelings, and potential in answering the question "who am I?" This interpretation of experience is brought about in a mellow, and accepting climate, a climate which is permissive, not in the sense of license, but in the sense of respecting the worth and dignity of the individual. It comes through a long process of experience in self-evaluation and awareness of opportunity with ample counseling and other services available to the individual to help him solve his everyday problems of living intelligently and reasonably.

The elementary guidance program involves not only the instructional staff but administrators, pupil personnel specialists, parents, and community resource people in understanding the developmental needs of children. Only through utilizing and coordinating all of the resources available that contribute to the growth of children can each child be assured of adequate assistance in social and personal as well as academic progress.

Daily experiences of children in mastering tasks are accompanied by feelings of desire,hope, adequacy or inadequacy, acceptance, et cetera. These feelings have profound effect on the learning process itself and the concept that individuals develop of themselves.

Guidance Services

The basic, total guidance program is carried on in the school by adjustment teachers and counselors using both individual and group methods. These basic services consist primarily of the following:

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[10] Chicago Board of Education, Bureau of Pupil Personnel Services, Handbook for Counselors. (Chicago: the Board, 1963), p. 1.

- Articulation and orientation activities
- Identification and exploration of individual characteristics
- Dissemination of occupational and educational information
- Counseling contacts for pupils
- Placement activities
- Referral services
- Maintenance of a system of records
- Follow-up and evaluation activities

Many of the practical applications of these services can be discharged best in a group guidance setting conducted by the classroom teacher who is the guidance worker closest to the child at this level. One essential of self-understanding is the understanding of others and the sense of sharing hopes, problems, experiences, and characteristics with others without losing a sense of one's distinct individuality. Group guidance capitalizes on the learning and reinforcement that results from effective participation as a member of a group. Group guidance, then, serves a function that individual counseling cannot, though it, in turn, makes its unique contribution.

What Is Group Guidance?

A collection of individuals is a group, but without interaction of the members, the group is really nothing more than an aggregation. Group guidance is concerned primarily not with an aggregation or collection of pupils but with what might be called a "functional group ". This is a group that has some common goals, and interaction and response among its members. In this type of group the means for satisfying individual and group needs exists, and individuals enter into reciprocal relations with fellow group members, identify with the group, and tend to be changed because of their membership in the group. Therefore the existence of this type of group depends upon common goals or purposes, satisfaction of needs, interdependance and interaction among the members of the group. Basically the group can serve as one means for self-actualization.[11]

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[11] Jane Warters, Group Guidance. (New York: McGraw Hill Book Company, Inc., 1960), p. 9.

Every child has experiences in "groups" that effect his view of himself. He is a member of a family group, neighborhood group, school group, age group, et cetera. Membership in groups may be voluntary or involuntary, static or constantly changing.

> *Members of a group learn by various means. Of least importance, perhaps, is the information that the leader gives. More important is the subtle instruction he gives the members in how to work together toward a worthwhile goal of their own choosing. More important is the resulting interaction among the members. In this interaction attitudes are caught, ideas and experiences are shared, and solutions to common problems are found.*[12]

Group guidance then is both a method and process whereby certain of the aims of a guidance program can be practically fulfilled. At times in group guidance, information may be imparted, discussions may be held, movies may be shown, or speakers may be heard; but none of these is synonymous with group guidance. Each is but one of its aids. The distinguishing characteristic of group guidance is the opportunity it provides for the interaction of the group in matters of current and future concern to the group members and for their internalization of ideas, information, attitudes, and values. In group guidance, the pupil is his own ultimate subject of study, and he must be an active participant in the group process.

The group helps the pupil by serving certain functions such as (1) making the pupil aware of the rights of others, (2) helping the pupil realize that many of his concerns are similar to the concerns of others, and (3) giving the pupil the opportunity to establish his role identity within the group. The group experience enables the pupil to meet some of the following needs:

> *The need to develop mutuality. This is the need for acceptance or the need to love and be loved.*
>
> *The need to come to terms with authority. This function of the group is related to control of behavior. In a family situation the child accepts authority because there are stronger personal ties with an emotional quality; but in the peer group, which represents an optional experience, he learns to accept authority on a different and important basis.*

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[12] Ruth Strang and Glyn Morris, Guidance in the Classroom. (New York: Macmillan Company, 1964), p. 10.

> *The need to relate to a larger whole. As a part of social orientation the healthy personality comes to see himself as part of a larger social entity. In a word he learns the lesson of magnanimity.*[13]

The development of such group interaction requires skillful planning on the part of the teacher. Interaction between members is essential for communication of feelings, identification of goals, and achievement of a common purpose. Though lacking in experience in many areas the elementary pupil will not lack enthusiasm, interest, and the potential for the exploration of common problems, beliefs, and values.

The Advantages and Limitations of Group Guidance

The basic advantage, essentially, of group guidance is that it presents a series of exploratory experiences which are conducted in a permissive atmosphere and enable the individual to explore his ideas and test some of his conclusions without fear of retaliation. Other advantages as stated by Peters[14] are:

> *Group procedures can allow lifelike social processes which the individual will find useful in modifying certain types of behavior such as habits, attitudes, and judgment of others. Pupils in group situations are helped to modify their behavior by sharing common problems with others.*
>
> *Pupils may be more willing to become involved with peer group members than with figures who represent the "establishment." The group should develop a cohesiveness and feeling for each other which will allow communication to develop and individual group members will feel more free to express their anxieties and their feelings.*
>
> *Situations for problem solving activities are provided. The collective judgment of the group can be centered on common problems.*
>
> *Pupils may become more involved in social interaction.*

---

[13] Herman J. Peters, et. al., Guidance in Elementary Schools. (Chicago: Rand McNally and Company, 1965),p. 170.

[14] Ibid., p. 167.

> *The group leader, whether he be a classroom teacher, counselor, or adjustment teacher, will become more familiar with the group members and develop a store of information which will assist him in working with pupils.*

Peters[15] also points out limitations of the process as follows:

> *Some pupils are not able to relate to the common problem and may not be able to function as part of the group.*
>
> *Some pupils can identify and relate more readily with a single individual rather than with a group.*
>
> *The group atmosphere may lead some individuals to have insights which are too disturbing to be dealt with in the anonymity of the group sessions.*

Group Guidance as Part of a Total Guidance Program

Group guidance is only one of four techniques in a complete guidance program. The total program would include the following in addition to group guidance:

- Counseling, the major technique, permits pupils to particularize their learnings further; to seek specialized help or information; and to work through personal plans or problems.
- A progressive, periodic testing program is another essential technique in a total program, with the results used to help pupils increase their self-understanding and to become increasingly self-directive. Guidance is something done with the student, not to him or for him, Group guidance settings are ideal for initial interpretation of test results (which can then be complemented in counseling interviews).
- A group of special services which will vary with the age and grade level of pupils and with their special needs include special class placement, psychological service, job placement, referral to social and/or medical agencies, and enriched experiences.

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[15] Ibid., p. 168.

GROUP GUIDANCE IN THE CLASSROOM

Pupils, parents, and teachers readily see the importance of practice in acquiring skills in the three R's but the need for practice in other significant skill areas is not as apparent. Rubin[16] describes some of these skills as --

> . . *finding and interpreting information; skills for making rational decisions; skills for applying knowledge; skills for social interaction; and skills for coping with one's own emotions. All of these skills can be acquired only through repeated practice. One cannot, for example, read a book on tennis, and then play a good game. Dexterity in tennis, map-reading, and literary criticism all derive from "learning by doing."*

Skill Development

The school experience must provide for the acquisition and valuing of both kinds of skills. Rubin[17] makes a distinction between "experiencing values" and "studying values."

> *A child can study about the democratic spirit, memorize the notion that "the welfare of the group is more important than the welfare of the individual," and recite it in an appropriate way and at an appropriate time on an examination. Whether or not he internalizes the values, however, is another matter. That is, if he gains an authentic understanding of the concept through experience and simultaneously develops a strong desire to act-out its implications, he is likely to behave as a responsible adult citizen. However, he may "learn" the concept for the purposes of a test, earn an "A", and behave undemocratically as an adult. Affective objectives or sensitivity to feeling and emotion cannot be learned descriptively with much success. Instead, they must be experienced through real or simulated learning activities.*

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[16] Louis J. Rubin, Curriculum and Instruction, A Study Guide of the National Ed. D. Program for Educational Leaders. (Fort Lauderdale, Florida: Nova University Press, 1973).

[17] Ibid.

Group guidance must be seen in relation to these other elements in a guidance program. It can, when creatively conducted, serve as a springboard for the others. However, all of these are merely the methods and means to the end.

Group Guidance in the Elementary School

The elementary school pupil will lack experience in many areas, but he will not lack enthusiasm, interest, and potential for exploration of common problems. Group members should be active participants in planning and carrying out goals of the group.

It should come as no surprise that individuals are more accepting of decisions in which they have had some part than in decisions made for them. In any case, persons will usually be guided by decisions made for them if they understand the reasons for the decisions.

The elementary school pupil moves from the childhood world of fantasy toward the adult world of reality. He will later face decisions (concerning high school, college, and career). Therefore, his group guidance experiences should allow time to explore many areas which in a sense will allow him to explore his own ideas and develop a meaningful self-image. Some facets of this self-exploration and the exploration of the world about him will concern interest, aptitudes, occupations, school subjects, motivation for learning, living with others, and so forth. Again, it is the opportunity to make these explorations and participate in decision making in a non-threatening, non-punitive, accepting atmosphere that is of the essence. It is the self-discovery and the discovery of others that is of prime import, and the activities used to facilitate this are essentially just aids to this process.

The Role of the Group Guidance Leader

Many of the attributes of the successful group leader are basically the same as those of the successful teacher. The leader should have a belief in the ability of children to develop self-direction and he must be able to create situations in which the group can function. He should be able to create rapport with the group. Therefore he must be a person who is willing to listen and observe, with understanding and acceptance. This does not mean that any group member may do as he pleases, but that each member's thoughts and feelings have a value because each group member is an individual who has worth.

The group leader (a teacher, pupil, counselor, et cetera) is a person who is sensitive to group needs, characteristics, and concerns. He provides activities relevant to the common and significant needs and problems of group members. The group leader is not primarily an information giver but functions, for the most part, as a motivating agent causing person-to-person interaction and exchange to occur. If the teacher knows and provides all the answers, then there is no room for group interaction or the development of group responsibility. The resources of the class include insights and capacities that can be released only within the framework of group give-and-take among the members. As exchange and interaction take place, the pupil develops insights into behavior, values, and attitudes. When those insights are clarified and internalized, the pupil develops a realistic image of himself, his world, and his future.[18]

For instance, interplay and exchange of opinion between group members may be more fruitful than exchange between the group leader and the group memebrs. At times and in specific situations group leadership may shift to various group members. Successful leaders of group guidance depend upon the wisdom of the group and the ability of individuals to work out basic principles, and thus concentrate their efforts upon development of free discussion rather than upon the direct inculcation of principles. As one such group leader has said, "People ask me how I get the class to 'say' what I want them to say. I never try: the desirable strength always rises in the group." Such a role makes the group leader more, not less, important although he may appear to be less central.

The Process as an Objective

The very process of acquiring self-knowledge and exploring group

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[18] Edson Caldwell, Group Techniques for the Classroom Teacher. (Chicago: SRA, 1960), p. 27.

GROUP GUIDANCE TECHNIQUES

In any learning situation the background of the learner is enriched and his reaction stimulated by activities which give him a wide variety of experiences. Guidance techniques enable a child to communicate in ways which differ from the traditional classroom method because they offer a variety of procedures through which expressions of feelings are involved in an accepting and natural manner. Thus an atmosphere is created in which learning becomes personal, exciting, and inviting.

The techniques presented here are suggestions for developing a guidance approach to learning. This approach is focused upon meeting needs, enriching experiences, encouraging creativity, guiding interactions, and widening horizons. Most activities place a high priority upon pupil involvement, since what are "methods" to the teacher become "experiences" for the pupils.

It should be noted that these suggestions are not meant as directions to be mechanically followed. Neither are the units to be viewed as ground to be covered, but rather as bases for planning, as teachers will constantly be developing new ideas, techniques, and experiences which can be incorporated and shared.

Paths to Learning

Many teachers are already accustomed to using guidance techniques as a facet of their classroom methods. Included in a listing of such methods would be the following:

- reading books, pamphlets, magazines, and newspapers to glean information on specific topics
- analyzing pertinent radio programs, television programs, educational films, and filmstrips
- collecting, organizing, and interpreting data related to group or individual concerns
- dramatizing and/or discussing problems introduced by group members
- interpreting tests which appraise ability, achievements, and interests

completing rating-scales and check lists to appraise personal characteristics

drawing graphs, posters, and cartoons to illustrate and communicate ideas, information, and attitudes

organizing committees and panels to work on group topics

conducting interviews and conferring with teachers, parents, and other adults

inviting guest speakers with whom the group can interact on pertinent topics

making appropriate visits and field trips in the community

Other techniques, perhaps less well known or less often used, are described below.

Buzz Groups

One of the best ways of involving all pupils and getting a group to vocalize quickly is to use the buzz group technique. Buzz groups will engage the whole class in small clusters to talk together for a short time (about 5 to 15 minutes). The topic chosen must be of concern to all and provisions must be made for a secretary chosen in each group to report back to the total class. After class discussion of the reports the teacher or a group leader gives a summary. Learning is facilitated by freeing each of the groups to work either on the same or a related topic at the same time and report their findings. From the group emerges a recognition of common values, feelings, and the sharing of ideas.

Pantomime

In pantomiming, a role or an incident is portrayed by an individual or small group through actions without words. The spectators attempt to identify the role or incident through the exclusive use of clues provided in the pantomiming. For example, through observing facial expressions they may guess meanings of feelings related to expressions.

This activity gives the participants practice in "acting out" roles as well as experience in decision-making and problem-solving. Incidents relating to any of the following may be effective in initiating the technique.

classroom situation (pupil-teacher, pupil-pupil, pupil-worker, et cetera)

home situations, (child-parent, child-sibling, neighbor-family, et cetera)
community situations (pupil-friend, parent-parent, playground leader-pupil, et cetera)

Brainstorming

When there seem to be barriers to communication within a group this technique is an effective method of overcoming them. Within a definite amount of time (perhaps 5-15 minutes) members of the group spontaneously submit any positive ideas on a given topic or problem with the purpose of finding possible solutions. Everyone is encouraged to participate and the ideas are listed but not evaluated or discussed, with quantity being preferred to quality. At the end of the alloted time the recorder, possibly with a committee, sorts the suggestions and makes copies for each member to be used for study and discussion. This technique is useful in providing alternative ideas prior to decision-making.

Panel Discussion

A panel is composed of several individuals, each of whom has done some research on a given topic for the purpose of sharing this research in discussion with a large group. During this discussion questions are raised and various viewpoints are examined. In conclusion the chairman may summarize the findings of both majority and minority opinions. Involvement of this kind alerts members of the group to the awareness that there are many ways to view one topic, develops in them a sensitivity to the feelings of others, and gives them practice in making decisions without losing flexibility.

Open-end Sentence or Unfinished Story

The teacher chooses a partial sentence or story involving a common experience of the group which requires a response to feelings or attitudes. The pupil supplies an ending to the sentence or story by writing, drawing, pantomiming, dramatizing, or discussing his reaction or solution. As the completed sentences or stories are read, the class may evaluate the endings in terms of solutions for suggested problems, creative ideas, or realistic, humorous, or unexpected conclusions.

This technique enables pupils to express their feelings, values, attitudes, experiences, and expectations as they are related to the situation. Youngsters become aware that this activity is not a test and completions may be made as they so desire. As feelings, attitudes, and expectations are shared, the pupils gain understanding of themselves and others while teachers are given an opportunity to discuss areas where help is needed and to structure future class activities.

Examples of this type of sentence are:

I am happy when________________________________.

I wish I could_________________________________.

The job I like best is_________________________.

Role Playing

The guidance technique of role playing allows children to act out spontaneously the role of various characters in order to explore different kinds of behavior within a given setting. Through role playing they are able to consider many alternative solutions to problems and to explore the consequences of their decisions with the accompanying impact of those decisions upon the feelings and attitudes of other people.

Children have a natural inclination to become involved in uninhibited role play activities such as playing house, imitating work roles, or reliving experiences. They delight in dramatizing familiar situations. It is through role play activities that children are able to make new friends, communicate ideas, test out life situations, inquire, solve problems, and send out signals for help in a supportive atmosphere. Through acceptance of the contributions of each pupil to the group the teacher responds in ways which will encourage increased participation and involvement.

Mock Interview

The mock interview is an extension of role playing in which the participants practice various kinds of interviews, such as in seeking employment, gathering information, and requesting advice. It enables both participants and observers to explore the kinds of questions which may be asked by potential interviewers. Those involved share problems, feelings, and attitudes as they experience one of the important realities in the world of work - the job interview.

CONTINUITY OF THE GUIDANCE FUNCTION

Guidance is a process, a point of view, and when organized as a program, a set of services. It is concerned with solutions to immediate problems and equally with the four recurring tasks: learning to know oneself, learning about opportunities, developing habits and relationships, and making and carrying out plans. Group guidance provides one "delivery system" for the solution of immediate problems but its major emphasis is upon practice in the recurring tasks. As a result the overall plan of the unit provides continuity from the primary cycle through the intermediate, upper, and high school grades. The fundamental goals remain the same throughout the school experience of the pupil, but the emphasis differs from age level to age level; the services vary with individual needs; and the role of the pupil in his own guidance is amplified as his maturity increases.

In all three cycles of the elementary group guidance units as well as in the high school group guidance units, various guidance themes reappear with an emphasis based on the maturity, needs, and interests of the pupils. For example, the unit "Discovering What I Can Do" has been developed for emphasis at primary level. This theme is closely related to the intermediate unit, "Discovering Your Interests" and is emphasized and expanded during the upper grades in the unit, "Exploring My Interests." This theme is further extended at the high school level in the units "Discovering My Interests" and "Discovering More About Myself." Similarly the successive units on the recurring theme of values provide another example of the concept of continuity and the interrelationship of the tasks in guidance.

The Taxonomy of Educational Objectives[19] was used in each unit as a base for the objectives which are stated as behavioral outcomes. Neither the activities in the units nor the stated objectives are all-inclusive. The resourceful teacher will consider others, and similarly the teacher or guidance worker will select from the suggested activities those that meet the needs of the individual in the group.

This continuity and the conceptual framework becomes evident when the units are grouped according to the four tasks or threads as can be seen on the following pages.

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[19] D. R. Krathwohl and B. S. Bloom, Taxonomy of Educational Objectives: Handbook II, The Affective Domain. (New York: David McKay, 1964).

Group Experiences

The real or simulated learning experiences are provided in a series of units. In the process of formulating these units, the interests, needs, and general characteristics of young people were carefully considered before the proposed objectives, general methods, and content were selected. In spite of this initial, careful selection, teachers, adjustment teachers (guidance coordinators), and counselors who will be group guidance leaders will want to consider them in relation to each group of pupils, considering the groups' unique personal and social characteristics, present needs, and readiness for the experience which it is hoped they will have in their group work.

Actually each pupil will be studying himself and relating the group experience to his own experiences to date and to his resulting attitudes and values. Consequently, it is very important that the group leader be familiar with the pupils as individuals and as a group in a unique way. Because of the personal nature of the group sessions and its possible immediate significance in the lives of the pupils, the group leaders' knowledge and insight into individual and group behavior will be his greatest asset.

Goals of Group Guidance

The goals of group guidance are specific to relationships that exist in and out of the classroom and that contribute to the building of a positive self-image of the learner. Planned group experiences in a climate of acceptance which recognizes and promotes individual differences are essential as part of classroom plans.

The following more specific goals are representative but not comprehensive in scope or number --

- to establish desirable human relationships
- to judge what is worthwhile in life
- to develop career awareness
- to explore the relationship between school subjects and the world of work
- to become economically efficient as a producer and consumer
- to become self-directive in the quest for meaningful knowledge
- to understand and accept cultural differences
- to develop a value system
- to strike a balance between individual and group needs
- to develop social awareness and concern for his fellow man

attitudes and skills is itself an integral part of the outcome. In this sense, the process is an end to be achieved with the group, rather than a convenient means to be applied toward achieving certain desired behaviors. Group leaders often work with attitudes and feelings of a personal nature which need to be understood by pupils and the group as well as the group leader before learning can take place. Reactions may first be heated or mixed and have to be talked out in the group or studied in themselves. Alternative reactions may need to be explored or various courses of action weighed by the group. In this setting, practice is given in the basic process used to handle emotional reactions or change behavior as a result of insight.

Another value of a group situation for guidance is that it affords opportunities to resolve common problems through sharing of experiences and opinions, to plan as a group, and to establish group standards of conduct under the guidance of a group leader. The problems of an individual pupil which may seem unique and burdensome to him are often seen in a better perspective, and lightened, when the pupil realizes others are struggling with similar problems. The strong desire to belong and to be part of a group can be satisfied in a constructive fashion when students are encouraged, as well as permitted, to pool their thinking and to make plans for positive solutions to common problems. Since the development of planning skills is a basic guidance goal, it is desirable that a variety of opportunities be provided for practicing such behavior in a meaningful setting, both individual and group.

Evaluation of Group Guidance Sessions

Keeping the foregoing in mind, evaluation of the progress of the group may involve how the individual or the group feels about the progress being made, as well as some other criterion. Unlike a course in subject matter, in guidance there really are no "right" or "wrong" responses to the various group activities. The activities in themselves are designed to help the group plan, interact, and grow in the process of exploration and decision-making. Behavioral objectives of the unit activities are guides to expected outcomes.

In a learning situation which has been designed to permit pupils to work on individual and group concerns, there is a need to give pupils the responsibility for evaluating their own learning progress as well as having a hand in guiding their learning.

Handling Specific Group Situation

While it is impossible to forecast all types of situations requiring special handling, the following three examples may help serve as philosophic guides for the management of others.

- Occasionally, an individual pupil may bring up a problem or appear to make a revelation of personal detail unsuitable for group discussion. In such cases, the group leader might well suggest to the pupil that they talk that over by themselves, on the basis of time available in the group session or pertinent to the matter at hand but not on the basis of its being unsuitable or unimportant. Mutual acceptance and respect for the group member's concern will dictate a matter-of-fact response on the part of the group leader. In the same way, evidencing shock or dismay would tend to make the group as well as the individual self-conscious and to stifle the discussion in general.

- Special events, situations of local concern to the community and school, or new experiences may be used as points of departure for discussion; on the other hand, they may elicit strong emotional responses calling for skillful handling.

- A situation may develop within the group as a result of the permissive atmosphere desired. Sometimes attitudes and feelings will solidify a group; sometimes they will tend to disorganize it. In such instances, skillful use of various group processes will help the group to work their feelings through.

The group leader's own attitudes and self-insight are of paramount importance. The greater his personal security, the greater will be the security of the group: persons with inner strength can tolerate divergent opinions and develop strength in a group. It is not the leader's task to impose what he feels is correct behavior and attitudes, but to help the group work through problem situations and assist the individual member to become a better problem solver.

GUIDANCE UNIT PLAN

It is always good to begin with planning and organization, but it is also essential to be flexible enough to alter that plan, even to discard when necessary. The maturity level of elementary school pupils will naturally vary from pupil to pupil and from school to school, necessitating adaptation.

Behaviors to be Developed

Behaviors are ways of thinking, feeling, and acting and are influenced more by experiences than by "telling." If we wish children to grow in understanding of the dynamics of behavior we need to devise a wealth of learning experiences that will help children test out and share coping strategies and solutions to problems.

The purpose of group guidance sessions is to help develop ways of responding to life in terms of --

Knowledge and understanding of oneself and others
Ability to interpret data and information
Skill in studying, evaluating, and planning
Development of a wide range of significant interests
Positive personal and social attitudes and ethical values
Growth in personal initiative and responsibility
Skill in problem solving

Content Areas

The group guidance methods listed previously and any additional ones employed by the group are aids to development of various types of behavior as mentioned above. These elements of realistic and productive behavior can be developed in any appropriate content area such as --

Personal characteristics, interests, achievements
School life
Family and community life
Social opportunities
Leisure-time opportunities
Civic rights and privileges
Relationships with others
Educational opportunities
The world of work

Conceptual Framework of the Units

The following pages provide an overview, in outline form, of group guidance units for the three elementary school cycles, primary, intermediate, and upper grades. As stated previously, the units have been organized under four main themes or threads: Learning to Know Oneself, Learning About Opportunities, Developing Habits and Relationships, and Making and Carrying Out Plans. These themes represent recurrent tasks in the lifetime development of each individual. Under each thread units have been developed to meet the growing maturity of the children. At each cycle level, the characteristics and needs of the age group have been considered with reference to their implications for guidance.

Format of the Units

In order to simplify the use of the units in this book, each is organized in the same fashion. Each unit is presented in detail following this form.

- An Opening Statement - purpose and substance of the unit.
- Behavioral Objectives - stated in such a way as to facilitate observable changes in ways of thinking, feeling, and acting by children.
- Suggested Activities - assorted tasks developed mainly by the pupils with the teachers' assistance. All activities are tasks directed to the pupil unless there is a specific "Note to the Teacher." The activities are not meant to be all inclusive. Other activities may develop which meet the needs of the pupils. Also it is not necessary that all activities in a unit be developed. The group may select the activities in a unit which are relevant to their needs.
- Information Related to the Unit - some units have pertinent guidance information for use by teachers or pupils to enrich the unit.
- Bibliography - at the end of each thread or theme is a working bibliography which consists of books, pamphlets, and visual aids which may be used by teachers and pupils.

Frequently, questions within the group or special locale and timely topics related to the total objective will cause a teacher to alter his schedule. Obvious and common in teaching experience as this may seem to be, the point needs emphasis in relation to group guidance since it is the process, as much as stipulated content, that is important. The naturalness with which problems or questions are handled will encourage pupil growth.

CONCEPTUAL FRAMEWORK OF THE UNITS

	Learning to Know Oneself
PRIMARY LEVEL	- Myself and Others - People around Me - Discovering What I Can Do - What Do I Feel? - Feelings and Actions - Discovering Independence
INTERMEDIATE LEVEL	- Discovering Who You Are - Getting Along With Your Family - Discovering Your Interests - Making the Most of What You Are - Feelings and Actions - Discovering Your Values
UPPER LEVEL	- Exploring My Interests - Discovering My Abilities - Interpreting Test Results - Investigating the Learning Process - Exploring Personal Characteristics - Exploring Our Problems

CONCEPTUAL FRAMEWORK OF THE UNITS

Developing Habits and Relationships

PRIMARY LEVEL

- How Do I Grow?
- My Senses Help Me
- Making Friends
- Why People Act as They Do
- Let's Play Fair
- Things Are Not Always the Same

NTERMEDIATE LEVEL

- Growing Up
- Learning through Our Senses
- Being the Kind of Friend I'd Like to Have
- Interdependence of People
- Winners and Losers
- Money and How It's Spent
- Doing My Share at Home

UPPER LEVEL

- Developing Self Confidence and Independence
- Making and Keeping Friends
- Making Use of Leisure Time
- Learning How to Study
- Taking a Test
- Living with Adults
- Participating in Community Life

CONCEPTUAL FRAMEWORK OF THE UNITS

	Learning about Opportunities
PRIMARY LEVEL	- Workers around Me
	- Who Works at the Supermarket?
	- All Aboard
	- Calling Car Ten
	- My School
	- School Is for "Me"
	- Reporting My Observations
INTERMEDIATE LEVEL	- Job Family Classification
	- Workers in Illinois
	- Using Want Ads for Occupational Informatio
	- How Do I Get Ahead?
UPPER LEVEL	- Learning about the World of Work
	- School Is Life
	- Studying a Career
	- Exploring New and Future Career Opportuniti

CONCEPTUAL FRAMEWORK OF THE UNITS

Making and Carrying Out Plans

PRIMARY LEVEL

- What I Like to Do
- I Will, I Won't
- Working in Groups
- Team Work
- Following Simple Routines
- Completing My Project
- Working Out Class Plans

INTERMEDIATE LEVEL

- Why Hobbies?
- Group Decisions
- Experiencing Choice-Making
- Goals Are Guidepost

UPPER LEVEL

- Looking Ahead to High School
- Becoming a Good Leader and Team Member
- Planning for Careers in a Changing World
- Applying for a Job
- Looking Beyond High School

CONCEPTUAL FRAMEWORK OF THE UNITS

	Learning to Know Oneself	Developing Habits and Relationships	Learning about Opportunities	Making and Carrying Out Plans
PRIMARY LEVEL	Myself and Others People around Me Discovering What I Can Do What Do I Feel? Feelings and Actions Discovering Independence	How Do I Grow? My Senses Help Me Making Friends Why People Act as They Do Let's Play Fair Things Are not Always the Same	Workers around Me Who Works at the Supermarket? All Aboard Calling Car Ten My School School Is for "Me" Reporting My Observations	What I Like to Do I Will, I Won't Working in Groups Team Work Following Simple Routines Completing My Project Working Out Class Plans
INTERMEDIATE LEVEL	Discovering Who You Are Getting Along with Your Family Discovering Your Interests Making the Most of What You Are Feelings and Actions Discovering Your Values	Growing Up Learning through Our Senses Being the Kind of Friend I'd Like to Have Interdependence of People Winners and Losers Money and How It's Spent Doing My Share at Home	Job Family Classification Workers in Illinois Using Want Ads for Occupational Information How Do I Get Ahead?	Why Hobbies? Group Decisions Experiencing Choice-Making Goals Are Guidepost
UPPER LEVEL	Exploring My Interests Discovering My Abilities Interpreting Test Results Investigating the Learning Process Exploring Personal Characteristics Exploring Our Problems	Developing Self Confidence and Independence Making and Keeping Friends Making Use of Leisure Time Learning How to Study Taking a Test Living with Adults Participating in Community Life	Learning about the World of Work School Is Life Studying a Career Exploring New and Future Career Opportunities	Looking Ahead to High School Becoming a Good Leader and Team Member Planning for Careers in a Changing World Applying for a Job Looking Beyond High School

PART II - UPPER GRADE UNITS

LEARNING TO KNOW ONESELF

EXPLORING MY INTERESTS

The purpose of this unit is to gain a fuller awareness of the role of interests in an individual's life. Interests are essentially likes or preferences. Interests are different from abilities and the two are not necessarily related. Having an interest in an area does not assure having ability in that same area. The reverse condition may also exist, in that having ability in a particular area does not assure equal interest in that area. An individual's interests may influence his future plans as much as his abilities and can be explored in many ways.

Behavioral Objectives

To categorize the various types of interest areas

To relate interest areas to career fields

To compile a list of the wide range of interests as discovered in the group

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of students.

1. Choose one of the following questions to be explored in buzz groups:

    Are my interests different from the interests of other people?
    What activities are most related to my interests?
    Will my interests change as I get older?
    How do interests and abilities differ?
    Do I prefer to work with people, things, or ideas?
    How do interests develop?

How do your friends influence your choice of interests?

2. Think about ways of classifying or categorizing various types of interest areas as related to careers. Note to the Teacher: Such classification could be as follows:

Interest Areas	Type of Activity
Mechanical	Repairing or building mechanical objects such as an automobile mechanic
Computational	Working with numbers such as a bookkeeper or bank teller
Scientific	Discovering new facts and solving problems in such fields as chemistry, engineering, or medicine
Persuasive	Dealing with people in order to sell or promote projects, such as those of a salesman or an actor
Artistic	Working with one's hands in a creative way, such as is done by sculptors and interior decorators
Literary	Reading or writing, such as is done by a teacher, author, or news reporter
Musical	Playing musical instruments, singing, or writing music
Social Service	Helping people, in such ways as a nurse, counselor, and social worker
Clerical	Working in an office at tasks requiring precision and accuracy, such as is done by a file clerk or typist
Outdooor	Being out of doors and working with animals and plants, such as a farmer or forest ranger

3. Discuss with the group particular examples which show the relationship of experiences to the development of interests.

4. Write a short essay in which you trace the development of your greatest interest. Try to describe the particular experiences most influential in the growth of this hobby or activity. What new opportunities are you seeking for broadening the scope of this interest? Share this essay with the group.

5. Read and report on biographies to show the relation of early interests and subsequent careers. Interview and report on adults in your own community to elicit information on the relations of early interests and careers.

6. Trace interest patterns and careers showing how combinations of interests as well as single area interests may be used in career planning. Report some readings related to careers and interests.

7. Select a book or an activity from a field in which you are presently not interested. Report on your continued lack of interest or change of attitude.

8. Plan a "hobby day" so that you may tell about your interests or bring and display a sample of your hobby to the group.

   How do your interests develop?
   Can your friends help you to develop your interests?
   Do your reactions to your environment reflect your interests?

9. Compile a list of the various interests expressed by members of the group.

10. Summarize your findings about your own interests and your plans to explore these findings further.

DISCOVERING MY ABILITIES

The purpose of this unit is to help students acquire a realistic appraisal of their abilities and to help promote a positive and motivating personal interpretation of the information. The students should have adequate opportunity to estimate the relative strengths of their aptitudes. They will discover in which areas they are strong, in which areas they are weak, and those in which they are average. This unit is also designed to help the individual and the group explore some of the relationships between their abilities and other factors. Through these discoveries the students will learn that by making the best use of their strong points, their plans for further education and exploration of careers can be more easily facilitated.

Behavioral Objectives

To identify the various types of abilities

To identify one's own abilities

To describe the relationship of abilities to other important factors

To describe the relationship of abilities to career choices

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of students.

1. Divide into four groups. Each group discuss one of the following questions. Report back to the large group.

   Is it possible that a person would have no ability whatever? Explain.

   How do you learn about your abilities?

   Are abilities acquired or innate?

Do abilities change with experience?

2. Complete the Interest and Ability Profile form which appear at the end of the unit.

   How do you think your abilities compare with your achievement?

   In what areas would you like to improve?

3. Analyze your ratings on the completed profile form by writing responses to the following questions:

   In which activities do my abilities match my interests?

   In which of my abilities might I be able to get a higher rating by exerting more effort?

4. Prepare a short plan for improving your ability in one of the areas of the profile sheet. Explain how additional years of education could bring about growth in these abilities. Other points that may be discussed include study habits, motivation, and the importance of regular practice of skills as well as techniques designed to develop specific abilities.

5. Prepare brief oral reports based on readings or interviews with a physician, psychologist, adjustment teacher, or guidance specialist on the relation of heredity and/or experience to one or more abilities on the profile sheet or interview form.

6. Enumerate some of the factors that result in failure or success.

7. In the following sentences mark "A" for Agree, or "D" for Disagree.

   ________ 1. Reading ability is inherited.

   ________ 2. A person can tell how intelligent another person is by looking at his face.

   ________ 3. Engineers use computation ability in their work.

   ________ 4. Students who read very quickly usually do not understand what they read.

   ________ 5. A person doesn't need to know how to spell if he always has a dictionary close at hand.

________ 6. The best way to improve reading ability is to study the dictionary every day.

________ 7. Most students would make fewer mistakes in reading a letter from a friend than they would in writing a letter to a friend.

________ 8. Carpenters use fractions more in their work than cashiers in drugstores do in their work.

________ 9. Students who are good in reading are usually below average in arithmetic.

________10. Physically strong pupils are usually slow in learning in school.

8. Make plans to interview a working adult (clerk, librarian, dentist, engineer, fireman, et cetera) in order to determine the abilities necessary for success in a particular kind of work. Plans should include such points as the following:

    1. Develop a check-list to be used in the interview. (A sample one is included at the end of the unit.)

    2. Develop a set of rules to help the interview run smoothly. These may include such items as--

        A. Always obtain the permission of the person to be interviewed. Tell him the purpose of the interview, the length of time needed, the information desired, and the way in which this information is to be used.

        B. When possible let the interviewee set the time and date.

        C. Keep in mind the fact that you are seeking occupational information, not testing the personal capabilities of the interviewee.

        D. Remember that time is valuable. Be friendly but do not turn the occasion into a social visit.

        E. Terminate the interview by expressing appreciation for the opportunity.

3. Practice for the interview by role-playing the parts of the interviewer and the interviewee.

9. Explore the results of the interviews as recorded on the check-list with the following activities:

Data collected from the interviews may be tabulated and discussed.

Students who interviewed different individuals in the same occupation may discuss differences or similarities in the information obtained and may report on their findings to the class.

Individual students may exchange check-lists or report on some interesting aspect of their interview to the class or to their committee.

The group or a committee may prepare a report for the school newspaper or prepare posters for presentation at a school assembly.

Sketch drawings or cartoons to illustrate the importance of certain items on the interview form.

10. Devise a chart indicating test areas and relating these areas to other factors such as school subjects, occupations, and interests. A sample chart could be as follows:

Area Tested	My Achievement	Related School Subjects	Related Occupations	My Interest
Arithmetic	Average	Math	Engineer	High
Social Studies	Above Average	History	History Teacher	Average
		Geography	Diplomat	

11. Form a panel to discuss some of the following points about test results or aptitudes:

    What role do test results have in educational planning?

    What consideration should be given to your weak areas, as shown by the tests, in your educational and vocational planning?

    What consideration should be given to your strong points, as shown by the tests, in your educational and vocational planning?

My Interest and Ability Profile

DIRECTIONS: The eight activities in the center column are to be rated by you for interest and ability. Read each activity and rate it for how well you like the activity by placing an X under the word that describes your interest. After you have rated all activities for interest in the left hand columns, go to the right hand columns and rate the activities again according to how well you can do them.

Interest Rating (What I Like)				Ability Rating (How Well I Can Do It)		
Like	Neutral	Dislike	ACTIVITY	Above Avg.	Average	Below Avg.
			Sports			
			Dancing			
			Singing			
			Jumping			
			Making Things			
			Running			
			Reading			
			Arithmetic			

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Occupational Interview Check-List

1. Name of Occupation: ____________________

2. Duties:

    Clerical ____________ Labor ____________

    Administrative ____________________

    Other ____________________

3. Educational requirements: (number of years)

    Elementary 1-8 ____________ Vocational ____________

    High School ____________ College ____________

4. Physical requirements: ____________________

    ____

5. Skill requirements: (ex. Numerical aptitude)

    a. ____________ d. ____________

    b. ____________ e. ____________

    c. ____________ f. ____________

6. Salary:

    Fixed salary Commission ________

    Average salary

    Per year ________ Minimum ________ Maximum ________

7. Is the work seasonal?

8. What are the chances for future advancement?

    a. ____________________

    b. ____________________

9. Are there equal opportunities for men and women in this field?

    ____

    ____

10. What factors influenced your decision to take this job?

____

____

11. Do you enjoy your work? ___________________________

12. What do you like best about your work? __________________

____

13. What do you like least about it? ______________________

____

14. If you had a chance to change jobs, what would you rather do? ____

____

INTERPRETING TEST RESULTS

The interpretation of test results is an important topic for the guidance sessions. The basic reason for the administration of tests and various inventories is to obtain information which will help students. If a student is to receive maximum benefit from taking tests, his strengths and weaknesses as measured by the test should be interpreted to him clearly. (See TEST INFORMATION RELATED TO THE UNIT.)

Behavioral Objectives

To define a test

To define test terms such as grade equivalent, stanine, and percentile

To describe one's own test results and explain how they relate to one's abilities, grades in school, interests, and personal characteristics

To list one's own strengths and weaknesses

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of students.

1. Review the differences between teacher-made tests and standardized tests. The following terms may be useful for discussion:

   definition   construction   scores
   purpose   answer sheets

2. Review the specific types of tests used in the city-wide testing program. Make a list of the tests and sub-tests used at these levels of testing and discuss each one. Your teacher and your adjustment teacher/counselor can help you with this.

3. Discuss the types of scores that are reported on the standardized tests. (See TEST INFORMATION RELATED TO THE UNIT.)

A sample listing of major points to consider might be as follows:

Percentile rank

- Meaning of term
- Score interpretation
- Advantages of this type of score
- Disadvantages of this type of score

Stanine

- Meaning of term
- Score interpretation
- Advantages of this type of score
- Disadvantages of this type of score

Note to the Teacher: To facilitate the entire test interpretation activity, you may wish to prepare several charts or transparencies. Distribute Pupil Profile Reports to the group and have each member plot his own profile on the cards. It is helpful to have a transparency of the card and review it with the group. The pupil, by plotting his profile, can see at a glance areas of strengths and weaknesses.

4. Make a comparison of your achievement scores this year with your previous scores. A summary may be made as follows:

   Subjects in which best work is done
   Subjects in which poorest work is done
   Special honors   Special talents

5. Construct a chart showing grades in subjects and achievement test scores.

Area of Test	Stanine	Grade in Subjects
Reading	5	G

6. Select a panel of group members to discuss some characteristics of students which are not measured by tests. Compil a list of these characteristics.

7. Discuss such aptitudes as music and art and their relationship to tests. Trace these abilities in your own families.

8. Hold a discussion on how test results may be used in school to help students. Some general points for the discussion could be:

   help to see strengths and weaknesses
   help to select special programs
   help to see progress in certain areas

TEST INFORMATION RELATED TO UNIT

One important element of the discussion centering on test scores should always be the fact that no one score should be taken with absolute finality. There is an error of measurement which is inherent in most standardized tests. The true score may actually be a few points above or below the indicated score. Another factor affecting test scores is experience. Students who have had a greater exposure to the world around them tend to do better on tests.

This does not mean that test results are of little value, but does indicate that scores are influenced by many factors and should be interpreted in light of everything known about the student.

According to Peters[1] some general points to consider when working with the group test scores are as follows:

Be sure the students understand what the test is measuring and how its results apply to them.

For reporting purposes, choose a kind of score which can be readily understood by the students. Descriptive terms such as average, below average, above average, and superior, are sometimes preferable and better understood than technical terms.

Take precautions to see that each pupil receives his own results and is not pressured into making his results public. The general discussion should focus on the meaning of various scores and not on individual pupils' scores.

Results should be given to the pupils as soon after the administration of the tests as is practicable.

Other cautions to be considered in test interpretation have been summarized as follows by Bryan:[2]

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[1] Peters, Herman, J. et al. Guidance in Elementary Schools Skokie, Illinois: Rand McNally & Co., 1965. p. 134

[2] Bryan, Miriam M. USES AND LIMITATIONS OF TESTS Senior Editor and Associate Director Cooperative Tests and Services. Center for Educational Improvement, University of Georgia. Athens, Georgia: 30601.

SEVEN FALSE ASSUMPTIONS THAT FALL IN THE WAY OF GOOD TESTING

A first false assumption is that aptitude and intelligence tests currently available measure some inborn ability that determines for his lifetime an individual's potential for learning.

A second false assumption is that a test score is perfectly reliable -- that a score made by an individual on a test today is the same as the one he will make tomorrow or next week on the same or a similar test.

A third false assumption is that standardized achievement tests should measure everything in the subject-matter areas with which they are concerned.

A fourth false assumption is that a student's scores on a battery of achievement tests give all the information that one needs to make decisions about what and how much a student has accomplished as a result of the learning experiences he has had in the past, and what and how much he will be able to accomplish as a result of the opportunities for learning that he will have in the future.

Closely related to this false assumption is a fifth one: that a profile of scores on a battery of achievement tests presents a considerable amount of reliable information about the strengths and weaknesses of the student in several different subject-matter areas.

A sixth false assumption is that grade equivalents on standardized achievement tests give an accurate and easily interpretable picture of the level of a student's performance.

A seventh false assumption is that a norm is a standard - that it represents just what a student or a group of students should be achieving at a particular time.

Test results returned to the school are given in the form of norm
Brief definitions of the three most frequently used norms follow:

Stanine scores

Stanines express standard scores on the basis of a nine point scale and indicate the deviation from the average score on a normal curve. Nine is the highest and one is the lowest. Use of the stanine is recommended in interpreting the results of tests to pupils.

Percentile rank scores

Percentiles express the pupil's relative position among pupils of his own grade or age level. Pupils are ranked according to their scores on a scale reaching from one to ninety-nine, the latter being highest.

Grade equivalent scores

Grade equivalent scores express the results of tests in terms of grade level achievement. A grade level test score indicates the grade level of achievement in a subject.

INVESTIGATING THE LEARNING PROCESS

The purpose of this unit is to examine the learning process. Learning includes the changes occurring in an individual as a result of experiences which he has both in and out of school. Everyone learns to understand and accept himself through the development and the establishment of realistic life goals. Our past experiences influence our reactions to new situations. The school creates the type of learning climate which fosters the growth of the student in ways which help him become an effective and self-fulfilling member of society.

Behavioral Objectives

To list habits and attitudes that affect learning

To enumerate some of the specific interests that affect learning

To name the characteristics necessary to become an effective learner

To describe the learning process

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of the students.

1. List what you have learned in this past week that you didn't know last week.
2. There are two kinds of learning. When we learn, both thinking and feeling are involved. List the results from activit #1 under each category:

Thinking (Cognitive)	Feeling (Affective)

Note to the Teacher: Students come to realize the relationship of cognitive learning to affective learning through examining common learning experiences.

3. Review your cognitive list. Can you match a feeling to each one? Below are some examples:

Cognitive	Affective
contributions of Thomas Jefferson to the Constitution	respect surprise
play the guitar	joy happiness excitement
make a birdhouse	satisfaction pride accomplishment

4. What important things do you learn in school? Where, besides school, do you learn? How long will you be a learner? With your committee select from the list below a topic of current interest to investigate. Prepare a statement of facts about your selected topic to present to the class.

space exploration

automation

pollution

hijacking

nuclear energy

urban renewal

technological society

civil rights

student activism

drug abuse

5. Your committee will select one statement of fact from those prepared in activity #4. "Buzz" your reactions to the statement. Prepare a list of your feelings and attitudes on the subject. Share your list with the class.

What was the reaction of the large group to your feelings?

Were there reactions which differed from those of the committee?

How do you account for this?

What have you learned from this experience?

6. Examine the subjects you are studying in school for the interest they hold for you. Place each subject under the classification headed "Great Interest," or "Little Interest .

Great Interest	Little Interest
______________	______________
______________	______________
______________	______________
______________	______________
______________	______________

7. Opposite each subject give one word which describes how you feel about it.

    Example:

    reading, great! science, defeated

8. Write a paragraph summarizing your interest and feelings about school subjects. Do you find your feelings play an important role in your interests?

9. Explore with someone who is very interested in an activity you dislike the reason for your dislike. Could you possibly have developed an interest in the activity if your experiences had been different?

10. Discuss some of the factors that affect your learning. Prepare a list of factors which can affect your ability to learn in school. Share your list with the group. Do others have similar feelings? Analyze the most prevalent factors mentioned.

11. Bring to class a favorite song record that tells a story. Note to the Teacher: Provide the words to the song selected so that each pupil will have a copy. Read aloud and discuss the meaning of the lyrics. Listen to the record. Did you prefer the poem when it was read aloud or sung to music? What made the difference?

12. Recall a pleasant learning experience:

    When did it occur?

    What made it pleasant?

    Is it easier to recall this one than an unpleasant learning experience?

13. Recall a learning experience about which you--

    - were enthusiastic
    - showed initiative
    - were humiliated
    - became involved
    - were embarrassed

14. Select an experience from activity #13 for group discussion. Use the following steps:

    - state the problem
    - gather information to solve it
    - explore possible solutions
    - decide on one possible solution
    - expected outcome

15. Many people have experienced difficulty in school which they have later overcome. Look for examples of people who have had or are now experiencing,difficulties in their school lives. Use newspapers, magazines, or other sources of reference. *Note to the Teacher*: Refer to the *Open Door Series* and *Gateway English Series* for additional examples of difficulties met and overcome. See bibliography.

EXPLORING PERSONAL CHARACTERISTICS

The purpose of this unit is to encourage self-evaluation and stimulate students to undertake changes at their own initiative if they so desire. An individual's total makeup includes traits such as physical build and strength, speech patterns, feelings, fears, interests, beliefs, and hopes. The effect an individual has on other people, how he gets along with others, and how others affect him are all part of the personal characteristics which combine to make him a unique individual.

Behavioral Objectives

To list the various traits of personality

To identify one's own strong and weak personal characteristics

To delineate methods of self-directed personal evaluations, development, and improvement.

Suggested Activites

The following activities are not meant to be all inclusive. Other activities may develop which meet the need of students.

1. Divide into small "buzz" groups to discuss the following questions:

   What are your personal characteristics?

   Why is it important to know your personal characteristics?

   In which areas of living will personal characteristics help decide your success or failure? In school? At work? With your family? With your friends?

   How can you learn about your personal characteristics?

Is it possible to have "no personality ?"

2. Develop and discuss with a friend such topics as the following in order to learn about yourself from your attitudes about work and people.

    What kind of person do you want to be when you become an adult?

    What kind of work would you like to do as an adult?

    Where do you hope to live when you are an adult?

    What great American would you most like to meet?

    What two questions would you want to ask him/her?

3. Note to the Teacher: Administer the Personal Characteristics Rating Scale included at the end of this unit and hold class discussion on such topics as:

    Of which characteristic are you most proud?

    Of which characteristic are you least proud?

4. Invite speakers to discuss the importance of personal characteristics. Topics or questions may be prepared in advance. A written invitation may be drafted by a committee or the class. The following speakers may be considered:

    the principal - to discuss the importance of personal characteristics in school success.

    an employer or an agency representative (such as from the Illinois State Employment Service) - to discuss qualities that are looked for in young people and characteristics that help or hinder success on the job.

    the school psychologist - to discuss special talents and abilities.

    Committees may draft notes of appreciation to each guest speaker.

    Summarize the importance of personal characteristics as mentioned by guest speakers.

5. Hold a panel discussion on the topic "Characteristics I Admire in Other Teen-agers."

6. Role-play desirable personal characteristics.

7. Examine the materials you have collected and the forms you have completed and make a list of your personal characteristics.

8. Make drawings, posters, cartoons illustrating the importance of personal characteristics.

9. Choose one word from the following list: courtesy, initiative, reliability, enthusiasm, cooperation, consideration, perseverance, determination, loyalty, helpfulness, fair-mindedness, naturalness, democratic spirit, understanding, honesty.

   Write two items about the word you have chosen: first, a one-sentence definition in your own words; second, a short descriptive paragraph of a true incident which serves as an example of this trait.

   As an extension of this activity, write about ways you can develop one trait. Examples of instances where this trait was lacking in an individual could be given as well as the action that you think would be necessary to acquire this trait.

10. Make a list of all your friends. Try to determine what facets of their personalities have made you want each of them as a friend.

11. Divide into committees. Each committee may suggest a desirable characteristic and discuss how one may develop this trait.

    Example:

Trait		Ways to Develop
Friendliness	-	be pleasant, take interest in others, say kind things, write notes to people who are ill, introduce people to one another be helpful, look for good traits in others, be willing to share.

1. How Is My Endurance?

____ Almost always I am full of energy.
____ I can keep going as long as most students.
____ I usually tire easily.

2. How Much Talking Do I Do?

____ Usually I talk continually.
____ I talk an average amount.
____ I hardly ever speak.

3. How Courteous Am I?

____ I am almost always courteous.
____ I am as courteous as most students.
____ I almost always forget to be courteous.

4. How Cheerful Am I?

____ I almost always feel happy.
____ I usually feel happy.
____ I usually feel unhappy.

5. How Punctual Am I?

____ Almost always I am on time for school.
____ Sometimes I am late for school.
____ Usually I am late for school.

6. How Truthful Am I?

____ I am almost always careful about the truth.
____ I am usually careful about the truth.
____ I am very careless with the truth.

EXPLORING OUR PROBLEMS

The purpose of this unit is to explore, analyze, and evaluate common problems of teen-agers, and to aid young people in attacking their problems objectively as well as planning techniques for solution. In the sense that a problem is a situation needing an answer, everyone has problems; the seriousness of the problems to the individual can scarcely be determined by another. The adult's feeling that most teen-age problems will be forgotten tomorrow is irrelevant. Important by-products of the exploration of problems by the group are the reduction of tension (when problems are found to be common and not unique) and the improvement of communications when concerns are deemed worthy of such attention.

Behavioral Objectives

To recognize one's own problems

To list common problems of teen-agers

To demonstrate methods of problem solving

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of students.

1. Brainstorm the area of human problems.

   What problems do people talk about a great deal today?
   What are some problems adults encounter?
   What are some problems teen-agers have?
   In what area of living (such as health, school, friends) do problems occur?

Categorize the problems you have discussed into three areas - childhood, youth, and adulthood.

2. Devise a check list of problems by listing suggestions on the chalkboard. By a show of hands, indicate the number of girls or boys who are concerned about each particular problem. The check list may also be filled out by individuals and then discussed by the group. An example follows:

Problem Checklist

Boy _______ Girl ________ Grade _______ Age ___

____ 1. I would like to be stronger and taller.

____ 2. I have skin trouble and a poor complexion.

____ 3. I would like to be more attractive.

____ 4. I wish I had more self-confidence.

____ 5. I am afraid of making mistakes.

____ 6. I have a feeling that no one understands me.

____ 7. I wish I had more spending money.

____ 8. I can't get along with people.

____ 9. My parents always criticize me.

____ 10. I am afraid to speak up in school.

Problems that are not listed ________________________

3. Break into three groups. Each group discuss one of these three topics. Have chairmen report back to large group.

Recognizing Problems

I. Areas where problems usually arise
    A. Health and physical fitness
    B. School subjects
    C. Friendships
    D. Home and family
    E. Finance and recreation

II. My own part in creating personal problems
    A. My conversation with others
    B. My actions toward others
    C. My omissions concerning others
    D. My thoughts about myself

III. The part of others in causing my personal problems
    A. Others' conversation with me
    B. Others' action toward me
    C. Others' omissions concerning me
    D. Others' thoughts about me

4. Since this unit is concerned with both analyzing and solving problems, the following outline may help in developing a problem solving technique.

   I. Define the problem
   II. Collect data
   III. List possible solutions
   IV. Choose best solution
   V. Evaluate probable results

5. Use the outline above and follow individual problems through each step. List one specific problem first. Each student may then work through one problem which bothers him.

   Example: "I need a summer job."

6. Form committees and research some of the common teen-age problems such as dating, smoking, family relationships, and making friends. The following learning experiences can be used:

   Collect illustrative materials from daily newspapers and magazines.

   Listen to radio and television programs related to the unit.

   Maintain bulletin boards or scrapbooks illustrating the unit and draw graphs and charts.

   Conduct panel discussions on the topic.

   Read and report on pamphlets and books relating to the topic, such as SRA Guidance Series Booklets.

7. Role-play the following problem situations. The discussion following may include the reason for the problem, sources of help, future goals, and career plans.

   Marie wants very much to belong to a club to which several of the girls she had known in grade school belong. However, it appears that they are not going to ask her to join. What can she do?

   Pat doesn't want to go to college after he finishes high school but his father wants him to. What should he do?

   Mary's mother requires her to baby-sit for her little sister each day after school. She does not have much opportunity to see her friends. What should she do?

8. Role-play some of your own problems in the group sessions.

9. Invite guest speakers to share their thoughts with the group, or a panel discussion may be held by a group of such guest speakers as a YMCA counselor, school psychologist, principal, counselor, or parent. Ways of handling personal problems may be emphasized in the discussions that follow.

10. Discuss the varying degrees of personal problems. Oral reports could be made on the biographies of some of these people: Helen Keller, Beethoven, Handel, Charles and Mary Lamb, Milton, Robert Louis Stevenson, Lou Gehrig, Patricia Neal, and Ray Charles. How did these people handle their problems?

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DEVELOPING HABITS AND RELATIONSHIPS

DEVELOPING SELF-CONFIDENCE AND INDEPENDENCE

The purpose of this unit is to increase the pupil's understanding of himself so that he may grow in self-confidence and independence. Self-confidence is gained by a slow process of experiencing success in activities at increasing levels of proficiency. Self-confidence leads to the feeling of independence which comes with knowing that one is secure and confident in his ability to perform adequately.

Behavioral Objectives

To demonstrate classroom actions which indicate self-understanding, self-confidence, and independence

To recognize the attribute of independence in self and others

To describe a particular ability from a "before and after" point of view which illustrates growth in self-confidence

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of students.

1. Divide into small groups. Each group will discuss one of the questions in the list. The recorder for each group will report back to the large group.

   How can I determine if I am setting realistic goals for myself?

   How can I learn to be sure of myself in most situations?

   Why won't my family let me grow up?

What is meant by adjustment?

How can I learn to adjust to different situations?

What is self-confidence?

2. Choose a situation in which you feel you lack self-confidence. Describe the steps you could take to overcome this feeling.

3. Make a list of the areas in which different members of the group feel they lack self-confidence. The reasons for their feeling may also be listed. Note to the Teacher: Below is a suggested list.

AREAS OF LACK OF SELF-CONFIDENCE	REASONS
Family	lack of freedom lack of money lack of social standing sibling rivalry
Physical and Mental Ability	failing in school inability to perform up to family's standards lack of proficiency in athletics lack of artistic ability
Personal Appearance	feelings of inadequacy too tall too thin
Social Skills	lack of experience at social functions lack of information concerning job application shyness in presence of the opposite sex

4. View the film called Understanding Stresses and Strains. (See bibliography) and discuss it.

5. Discuss some of the characteristics of a well-adjusted person. These characteristics may include such things as sympathy, understanding, ability to listen, sense of

humor, adjustability, and "balance" of character.

6. Make a list of activities you do well. This list should include "unimportant" activities as well as "important" ones. Daily living habits are important and should be listed.

7. Complete and discuss the following story to show how self-confidence can be achieved.

    Philip, president of the graduating class, was asked to help one of the teachers at his school take twenty 4th-grade boys to a ball game. The game was played in a distant section of the city and the trip was made by public transportation. All went well until they arrived at the subway station to return home. Philip went back to the candy counter to get three of the boys who had stopped there. As he was busy urging them to catch up with the group, the teacher with the rest of the boys boarded the train and it whizzed out of the station. Philip suddenly realized he was in charge of three younger boys in a strange place and a long way from home. He wasn't even sure of which train to take or where to transfer. How do you think he demonstrated his self-confidence and independence?

8. Respond to the following by answering with an A for agree; D for disagree. The answers should be tabulated and discussed.

    1. _______ Girls more than boys are interested in dolls because they inherit the interest.
    2. _______ The strongest boys are on the average the weakest mentally.
    3. _______ Girls on the average are smarter than boys.
    4. _______ Only the weak are held back by their environment.
    5. _______ Any child, if carefully trained from birth, can become a successful doctor, lawyer, engineer, or journalist.
    6. _______ A child's fear of snakes is inherited from his remote ancestors because they learned to fear them.
    7. _______ Children today are born with better minds than the children of five years ago.
    8. _______ Most artists had parents who were also artists.

9. Divide into small groups for "buzz" sessions to discuss the subject "Skills Which Give a Person Self-confidence in a Social Group." These skills may include:

   dancing
   being interested in others
   playing a musical instrument
   being able to play popular games
   developing a sense of humor
   being gracious in a social situation
   starting a conversation
   being a good listener

   Recorders for each group may list skills discussed in their session and report back to large group.

10. Discuss the meaning of the following:

    truthfulness
    obedience
    honesty
    responsibility
    consideration
    fair play
    justice
    good sportsmanship
    Golden Rule

    Use the dictionary or other resources if necessary.

11. Complete these sentences and discuss the responses.

    I wish more boys/girls in school would______

    ____

    I wish my mother/father would ______________

    ____

    If I were popular __________________________

    ____

    Sometimes I wish I could ___________________

    ____

    I wish teachers would ______________________

    ____

MAKING AND KEEPING FRIENDS

The purpose of this unit is to demonstrate that the development of a pleasing personality and the ability to get along with many different kinds of people are prerequisites for making friends. When pupils are asked what attribute they would most like to have, the answer is usually popularity, which implies a desire for friendship.

Behavioral Objectives

To list types of behavior which promote friendship

To demonstrate classroom actions which facilitate getting along with different kinds of people

To describe the important qualities necessary for being a friend

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of students.

1. Discuss the following questions:

What does the expression "To have a friend you must be one" mean?

How do you decide who your friends will be?

Do you have the same friends that you had last year?

What is meant by the expression "A friend in need is a friend indeed."

Why do some people try to attract attention to themselves?

Should you be courteous only to adults?

Are you always courteous to your family?

2. Think of a person who has a large circle of friends. Suggest reasons for this person's popularity.

3. Interview a group of adults or someone in your family who has had a close friend for many years. Can you discover why this friendship has lasted? Report results back to the group.

4. The group or a committee may devise a series of steps that can be used in making friends.

5. Complete these open-end sentences and discuss the results:

   If my friends would ________________________,
   I would ____________________________________.

   I pick my friends by _______________________.

   My friends and I never _____________________.

   I had one girl friend (boy friend) who _____

   ____.

   If my mother did not approve of my friends, I
   would ______________________________________.

6. One member of the group may read aloud the following story. Discuss the questions.

   Joan, Susan, and Pat were talking about the kinds of friends they liked. Joan said she always chose a new friend who had money and could show her a good time. Susan said she preferred a friend who was popular and "knew her way around". Pat said she preferred a friend who was a good sport, could be trusted, and was jolly.

   Some people measure a friend by what he is, some by what he has, and some by what he does.

   Which of these three girls would you like to have for a friend?

   How do you measure your friends?

   Can friendship be bought?

7. Many people believe that if they were better able to talk to others, making friends would be easier. The group may suggest ways to improve conversation. The following ideas may be used:

become well-read in at least one subject

observe conversation of others

ask other people for their opinion on subjects

try joining in conversations often

keep up to date on current events

8. Explore the following questions for discussion:

    When is conversation successful?

    What is the best way to start a conversation?

    What part does listening play?

    What are some popular topics of conversation?

9. View and discuss one of the following filmstrips:

    "Dare To Be Different"

    "Your Personality. The You Others Know."

    Do you feel that your friends know the "real" you?

10. List and discuss the different kinds of friendship one can have. The following terms describing friendship may be considered.

    acquaintances

    casual friends

    confident

    "good-time Charlie"

    good friends

    best friends

    old friends

11. Brainstorm these questions:

    What qualities can keep one from making friends?

    Are all friendships desirable?

Must the friendships be mutual?

Do you really need friends?

Do friendships differ between the sexes?

Do girls have more lasting friendships than boys?

12. Play charades to illustrate how attitudes affect our relationships with others. List the following traits: enthusiasm, courtesy, cheerfulness, punctuality, talkativeness, initiative, cooperation, consideration, determination, loyalty, dependability, honesty, neatness, fairmindedness, naturalness.

The group may add to this list. Discuss the meanings of the words. Write each word on a separate piece of paper. Fold the pieces of paper and place them in a box. The students may then be divided into small groups of three to five people per group, each group with a separate captain. The captain takes a piece of paper from the box. The group decides how to portray the word by means of pantomime. Select a timer. The winning group is the one that gets the class to guess the word in the shortest time.

13. Prepare a panel discussion to develop solutions to the following common problems concerning making friends. An open discussion may follow the panel presentation.

Catherine is not only new to high school, but she is also new to her neighborhood; therefore she does not have any friends from the elementary school. How can she make friends in her new environment?

Fred says he doesn't need friends. Do you think Fred really means what he says? How can he be helped?

Your group is planning a room party. Several cliques are unable to agree upon arrangements. What are the pro and con arguments concerning cliques?

14. What did John Donne mean when he wrote: "No man is an island, entire of itself, every man is a piece of the continent, a part of the main; if a clod be worked away by the sea, Europe is the less as well as if a promontory were, as well as if a manor of thy friends or of thine own were; any man's death diminishes me, because I am involved in mankind; and therefore never send to know for whom the bell tolls; it tolls for thee."

15. Evaluate yourself as a friend on the following self-inventory check list. Add to the list any qualities you feel are important for good friendships.

Self-Inventory Check list

	Usually	Frequently	Seldom
Are you a good listener?			
Are you thoughtful of others?			
Do you control your temper?			
Do you keep your promises?			
Do you give credit to others for their accomplishments?			
Are you sincere in your compliments?			
Do you show appreciation for the thoughtfulness of others?			
Do you share ideas with others?			
Are you careful of other people's property?			
Do you "pull your own weight" in shared activities?			
Do you avoid being sarcastic or clever at someone else's expense?			

	Usually	Frequently	Seldom
Do you cooperate with a group?			
Do you accept responsibility?			

16. Read each situation listed below. Role-play your reactions.

Situations

GEORGE: "I'm the best basketball player on this team, and I'm not having any fun playing with the rest of you. You are all lucky to be on the same team with me."

MARY: "Lucky, if you want to go to the show with me you had better not wear green socks with blue shoes. It looks terrible. Take them off right now."

BILL: "Tom, you have an excellent voice. Would you like to sing that western song that you sang at the school assembly for these people"?

BETTY: "This is my birthday party, and if you don't want to play this game you can go home."

DONALD "I know I'm late for club meeting, but I didn't bring the cookies because I had to use the money to pay a fine for my books at the library."

BARBARA: "Oh, look at Mary! She is eating her pudding with a fork! Part of it fell on the floor."

17. List character traits brought to mind by each of the following statements:

A man's best friend is his dog.

Fair weather friends.

A friend in need is a friend indeed.

Will Roger's remark,"I never met a man I didn't like."

Friends are as precious as jewels.

Grandstand player.

18. List one-word adjectives describing a friendly person and other single-word adjectives describing an unfriendly person. Draw cartoons and posters illustrating these words. Display them throughout the school.

19. Discuss these topics:

    We all have a need to be recognized and accepted by others.

    We all have a need to be liked by others.

20. Complete the "Characteristics I Like" form. Space is provided on the form for two statements of likes and dislikes. Try to complete all of the sentences.

    Do not put your name on the form, but circle the word Boy or Girl.

    Characteristics I Like

    Check one: I am a (boy, girl).

    About Boys

    Characteristics I like in boys are ______________

    ____

    Characteristics I don't care for in boys are ___

    ____

    About Girls

    Characteristics I like in girls are ____________

    ____

    Characteristics I don't care for in girls are __

    ____

    Collect and tabulate the responses. Separate the distributions showing the likes and dislikes of boys and girls in others. Discuss and summarize the findings of the survey.

    Develop skits to illustrate particular behavior which students like or dislike in others as shown by the survey.

Cartoons and posters may be drawn to illustrate data from the group survey.

Panel discussions may be held to discuss similarities or differences.

21. Describe some incident in your life which led to a dispute with another person. Then the group may ask questions about the incident to bring out the reasons for the argument.

22. Discuss this situation: Mary Martin is a new student in class. Mary is asked to join the social committee to help plan a dance. She refuses and answers, "Dances and clubs are for squares." Mary Martin is a quiet girl and has few friends in her class.

    What causes Mary's behavior? Does she really dislike dances and clubs? What can be suggested for Mary?

23. Poll your group to determine which one of the following traits is the most important in making a person popular with others. neatness, cheerfulness, sportsmanship, sense of humor, friendliness, unpretentiousness, kindness. Discuss the results.

24. One sometimes hears statements which are applied to a large group.

    Discuss these three examples:

    Girls are more courteous than boys.

    Adults are more courteous than youngsters.

    Teen-agers are usually discourteous.

25. Courtesy is essential in establishing and maintaining friendly relationships.

    Role-play the following situations to demonstrate your social skills:

    You invite a girl (or boy) to have a soda after school.

    A girl is invited by a boy to a school dance.

    The chairman meets with his committee to plan the class picnic.

MAKING USE OF LEISURE TIME

The purpose of this unit is to become acquainted with some of the leisure-time activities in which people are engaged. In order to use time profitably wise choices must be made in terms of interests and responsibilities.

Behavioral Objectives

To name various leisure-time activities

To identify individual interests

To enumerate personal leisure-time preferences

To list ways in which interests may be widened

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of students.

1. Distinguish between the following types of activities.
    - active - passive activity
    - individual - group activity
    - participant - spectator activity
2. Prepare a chart as shown below on the various types of activities which could be classified under these categories:

Physical	Cultural	Creative	Service

Check the ones in which you participate.

Follow the activity with a discussion to determine the areas in which most of your interests lie. Are there areas of interests which are being overlooked, and which might deserve exploring?

3. Explore the following questions:

   How much leisure time do I have?

   Do I really have more leisure time than my parents and grandparents did at my age? Explain.

   What should be the relationship between my responsibilities and my leisure?

   What opportunities for group activities in leisure time are available at school, at home, and in the community?

   Do I have worthwhile hobbies? How can I become acquainted with other hobbies which might interest me?

   How can I deepen my personal enjoyment of art, music, and literature?

4. Form a committee to plan and construct a bulletin board display of hobbies and leisure-time activities. The pictures could be taken from newspapers, magazines, or any other available sources.

5. Organize a committee to plan and construct a scrapbook of leisure-time activities. Members of the committee may prepare original cartoons, drawings, poems, and stories about their hobbies.

6. Select one of the following factors in the use of leisure time for research. Report your findings to the class.

   the influence of industrialization upon the amount of leisure time

   child labor laws

   idle time as a contributing factor to juvenile delinquency

   the role of labor unions in giving more leisure time

   prediction of the future concerning length of work week

   the Olympic teams as related to use of leisure time

7. Write a paragraph telling what you like to do best in your leisure time. Include an explanation of the way you becam interested in this activity as well as your plans for developing it in the future. Illustrate your paragraph.

CHECK LIST OF ACTIVITIES

DIRECTIONS: For each activity on the left, complete the columns at the right.

ACTIVITY	LIKE OR DISLIKE (Check One)		MAIN ASPECT OF ACTIVITY LIKED OR DISLIKED	OVERALL PERFORMANCE (Considering Age)		
				Poor	Average	Good
(Examples)						
Preparing a meal	X		Setting the table			X
Selling benefit tickets		X	Approaching the buyer		X	
Doing dishes						
Cleaning the car						
Repairing things						
Taking care of own room						
Delivering newspapers						
Putting things away						
Taking care of pets						
Going for groceries						
Obtaining information by phone						
Explaining a new game						

OTHERS: ______________________

Bureau of Pupil Personnel Services

Chicago Public Schools

LEARNING HOW TO STUDY

The purpose of this unit is to encourage students to assess their own study situations and to discover ways in which to improve them. The unit explores the relationship between study skills and the effective use of study time.

Behavioral Objectives

To list and evaluate current study habits

To identify helpful study habits and ways to develop them

To demonstrate specific skills that lead to effective use of study time

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of students.

1. Divide into sub-groups. Discuss the following questions. Recorders will report back to the large group.

   Do I usually finish my homework on time?

   How are my study habits related to my success in school?

   How do conditions at home affect my study habits?

   How do conditions at school affect my study habits?

2. Use the following inventory of study habits to assess your needs. It may help you examine your strong and weak study habits. Tabulate and discuss the responses of the group.

3. Prepare a chart showing how you utilize your time during the week. A sample time chart follows on the next page.

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HOW I SPEND MY TIME

DIRECTIONS: Using words such as sleep, cat, dog, study, TV, movie, home chores, eat, indicate the most important activity in which you engage during a particular hour. For the hours during the school day indicate the name of the school subject that you normally study during that hour.

Hour	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
:00							
:00							
:00							
:00							
:00							
:00							
:00							
:00							
:00							
:00							
:00							
:00 Noon							
:00 P.M.							
:00							
:00							
:00							
:00							
:00							
:00							
:00							
:00							
:00							
:00							
:00							

Break into groups and discuss ways to improve budgeting of time.

INVENTORY OF YOUR STUDY HABITS

DIRECTIONS: Check the following questions under Yes or No.

Study Habit	Yes	No
Do you try to study at the same time everyday?		
Do you have an assignment sheet?		
Do you keep up to date with homework?		
Do you usually study in a quiet place?		
Do you budget your daily time?		
Do you study alone?		
Do you listen to the radio/TV while you study?		
Do you always study in the same place?		
Are the lights and temperature right?		
Do you own a dictionary?		
Do you usually hand your assignment in on time?		
Do you ask your teacher about the lesson if things are not clear?		
Do you review your paper before turning it in?		
When you begin to study do you have all materials you need?		
Do you ask for special help when you have a problem?		
Do you have a public library card?		
Do you have a school library card?		
Do you review previous work before beginning a new assignment?		
Do you write down your reactions and thoughts to what you are learning or reading?		
Do you try to understand things before you try to memorize them?		

4. List what you consider good conditions for studying.

5. List what you consider your five poorest study habits along with possible ways that these habits might be improved. Make a list of the most common poor study habits of the group and consider proposed remedies.

Poor Study Habits	Remedy

6. Make a time schedule similar to the one below. Each group member would be encouraged to maintain the schedule he sets for himself.

MY TIME SCHEDULE

Time of Day	Monday	Tuesday	Wednesday	Thursday	Friday
3:30 P.M.	Play				
4:00	Play				
4:30	Homework				
5:00	Dinner				
5:30	Chores				
6:00	Homework				
6:30	Homework				
7:00	TV/Radio/ Read				

After a week or two look at the schedule again to determine how well you have followed it or how it should be changed. Discuss what has helped or prevented following the schedule in terms of real obstacles or excuses.

7. Construct an assignment sheet or booklet similar to the one below. Assignment sheets may be constructed for one subject or for several subjects.

MY ASSIGNMENT SHEET

Date Given	Assignment	Date Due	Date Turned in	Grade

After a number of weeks the group may return to the assignment sheet and discuss how it has helped them.

8. Interview the librarians at the school or in the local public library to acquire information to be used in a panel discussion on the use of the library.

9. Use textbooks or other books to find the parts of a book such as a title page, author, name of publisher, date of publication, foreword, table of contents, main body, and index. Decide what purpose each part serves.

10. View a film or filmstrip concerned with study habits and use the content as a basis for group discussion. (See bibliography.)

11. Discuss the importance of keeping a notebook as an aid to study.

12. Read the following situation and discuss in small groups.

> Robert Jones has decided to set aside an hour each evening after school for homework. He has an arithmetic assignment to do this evening and he figures it will take an hour to do, so he plans on working on this from seven until eight o'clock. At exactly seven Robert sits down on the couch in the living room with a single sheet of paper, a pencil, and the arithmetic book. Immediately after sitting down he jumps up and turns on the television set to see if he is missing anything good. Robert watches for five minutes, turns off the set, and returns to the couch.
>
> He begins to thumb through his arithmetic book and remembers that he forgot to list the assignment in his assignment book. He then goes to the telephone and calls his friend Bill for the numbers of the pages he is to do for homework. After the phone call, in which the boys also discuss tomorrow's intramural basketball game, Robert turns on the radio for some background music and then turns to his assignment.
>
> Just as Robert begins doing his arithmetic problems his pencil breaks. He gets up and sharpens it and at the same time gets a drink of water. After returning, he decides he needs something better than his geography book on which to put his paper, so he searches but can't find anything suitable. He decides to go into the kitchen and do his work on the table. He grabs a handful of pretzels, another pencil, and some paper and sits down. After jumping up to refill his water glass Robert sits down and begins work in earnest. The clock reads 7:42. At exactly 7:59 Robert stops working, puts his things away and turns on the television for the eight o'clock show.

13. Tell the group how you study, how much time you take, where you study, and other pertinent information. Keep a list of unusual suggestions.

14. Role-play the following study situations:

    A student trying to study when his little brother wants to talk with him.

    A student wishing to study when relatives are visiting.

    A student studying at home with no special provisions for study.

15. Answer the following homework questionnaire; tabulate the responses of the group.

HOMEWORK QUESTIONNAIRE

Number of hours spent each evening ______________

Number of hours per week ______________

What percent of this time is spent on written work? ______________

What percent of this time is spent on reading assignments? ______________

What percent of the homework is done in school? ______________

Which subjects require the most time? ______________

16. Write a paragraph describing the study technique you have found most helpful.

17. Each person eventually discovers study helps which are best for him. Comment on the following ideas.

    "Memory Crutches" aid in remembering certain facts difficult to organize for recall. An example of such a crutch is the rhyme "Thirty days hath September, April, June, and November..

    If you wish to memorize a poem or some other material, or wish to study a chapter very carefully, read the whole thing through first. In the first reading, do not bother too much with parts you do not entirely understand but try to discover the general meaning or central theme. The next few times that you read the material, there should be greater attention given to details. Take important notes at this time. Finally, when you feel that you have mastered the material, you make certain that on the last reading of material and your notes, you will be able to hold on to what you have learned for future recall.

Read to get the idea in what you are reading. To see whether you are doing this, stop every once in a while and try to recall what you have just read.

If you find it hard to get the meaning of some passage, try reading it aloud. In this way you both see and hear what is written.

Be on the lookout for key sentences -- sentences which sum up the meaning of a paragraph, a stanza, a chapter.

Decide before you begin to study that you are going to explore and learn something new.

Know what you want to learn.

Know why you want to learn the subject.

Make an effort to learn what you want to learn.

Make use of what you have learned.

TAKING A TEST

The purpose of this unit is to explore the meaning of tests, the different types of tests, the reasons for taking tests, and some general hints on how to take a test. A test is essentially a way of measuring various types of behavior. Test results can be used to help provide a more meaningful educational experience for each child. Since no test is infallible, and no test data absolutely perfect, it is important to remember tests provide only one measure of self-evaluation.

Behavioral Objectives

To define a test

To list the different types of tests

To demonstrate effective "test taking" techniques

To give reasons for taking tests

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of the students.

1. Form a "buzz" group and consider the following questions:

   What good are tests?
   What should I do to prepare for a test?
   Are all tests alike?
   Am I afraid of tests?

2. Examine a standardized test. Focus on the differences between teacher-made classroom tests and standardized tests. How would you prepare to take a--

   teacher-made test?
   standardized test?

Note to the Teacher: Standardized tests are composed of selected materials, have definite instructions for administration and scoring, and have adequately defined norms.

3. Invite the adjustment teacher/counselor to talk with the group about tests (such items as passing/failing, timing, norms, marking answers, the fact that one is not expected to complete some tests, could be discussed).

4. Review sample answer sheets. Mark answers to questions from the standardized tests on the answer sheet. Sample items could be put on the board as follows:

Sample A

A horse is: A B C D

○ ○ ○ ○

A. a flower
B. a plant
C. an animal
D. none of these

Sample B

If one apple costs 6¢, 5 apples will cost:

A B C D

○ ○ ○ ○

A. 10 cents
B. 1 dollar
C. 15 cents
D. 30 cents

5. Hold a discussion about these different types of tests. What do they attempt to measure? Describe the different types of tests you have taken. Various classifications may be listed on the chalkboard. Two such classifications could be:

Objective Tests	Subjective Tests
Multiple-Choice	Essay
True-False	Interest Inventories
Completion	

Another type of classification might be called function-centered and could resemble the following list:

Tests of mental ability (SLA or school learning ability tests of "generalized intelligence")

Achievement tests (measure the "degree of achievement" in a specific area)

Aptitude tests (measure capacity in certain areas)

Diagnostic tests (measure strengths and weaknesses in specific areas)

Inventories (designed to assess personality traits, interests, and attitudes).

Note to the Teacher: Pupils should understand that taking tests is not limited to school situations. Tests are given to people throughout most of their lives and for this reason it is good to know how to take a test. The group might wish to discuss in what additional circumstances besides school they may be required to take tests. Some examples would be: armed services, job placement, and job promotion.

6. Complete the inventory "Tests and You." Answer the questions with a word chosen from the following: always, usually, sometimes, rarely, never. This inventory is a general one. Some questions may apply to only one type of test. The group may be able to determine which these are.

TESTS AND YOU

Preparing for the Test

DO YOU:

Know what to study for a test? 1. ________

Prepare for a test by keeping up with your daily studies? 2. ________

Prepare for a test by reviewing before the test is given? 3. ________

Try to anticipate the questions on the test when reviewing? 4. ________

Do some review work with other members of the class? 5. ________

Get sufficient sleep the night before? 6. ________

Taking the Test

DO YOU:

Have the necessary materials? 1. ________

Make sure you understand the test directions? 2. ________

Ask questions if there is something you do not understand? 3. ________

Begin promptly? 4. ________

Glance over the entire test before writing? 5. ________

Determine if there are penalties for wrong answers or for guessing? 6. ________

Understand each question before answering it? 7. ________

Answer the questions that you are sure of first? 8. ________

Look for leads in one question that may help suggest answers to other questions? 9. ________

Pause now and then to relax if you are tense? 10. ________

Keep track of the time? 11. ________

Guard against such errors as recording the answer in the wrong place? 12. ________

Write so that the teacher can read your writing? 13. ________

Reread and check over everything on your paper before turning it in? 14. ________

Review a test when it has been scored and returned to you? 15. ________

7. Answer the following statements with agree or disagree. Discuss your responses.

Most people are usually nervous before a test. 1. ________

Being unprepared for a test leads to greater nervousness. 2. ________

Most jobs require tests before placement. 3. ________

"Cramming" is a good method of preparing for a test. 4. ________

The main purpose of a test is to make you study. 5. ________

Most students enjoy taking a test. 6. ________

Tests help you find out how well you have learned. 7. ________

8. Make an inventory of the most serious concerns about tests. Use this as a basis for group discussion, including ways to overcome the concerns.

9. Note to the Teacher: Administer samples of different types of tests with the objective of having the group ascertain the differences in tests, the differences in scoring procedures, and the types of skills which are helpful on various kinds of tests. Some types that may be utilized could be:

   1. True-False Tests
   2. Completion Tests
   3. Multiple-Choice Tests
   4. Essay Tests

10. Organize committees to discuss "test taking" hints for the various types of tests. Their suggestions may be compiled and listed on the board and compared with the material at the end of the unit on "How To Take a Test."

LIVING WITH ADULTS

The purpose of this unit is to foster better relationships with adults through better understanding. Many young people have attitudes toward adults which make their relationships pleasant and comfortable. They want independence but are still dependent upon the family in some ways. It is possible to live with adults and enjoy the relationship.

Behavioral Objectives

To categorize attitudes of some young people toward adults and vice versa

To recognize areas of personal responsibilities

To list ways to improve communication between young people and adults

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of students.

1. Organize teams to debate the following statements:

   It is harder to get along with adults than with people of your own age.

   Family members should be paid for doing work around the house.

2. Draw cartoons or posters to illustrate typical problems young people and parents have in family living.

3. Prepare a skit to illustrate a typical problem and act it out for the group. Follow by class discussion.

4. Many students have attitudes toward their parents and other adults which affect their behavior. The following open-end sentences may help you clarify your thinking.

Complete the sentences and tabulate the results. A committee may then report the findings to the group. Discuss and classify the findings.

Instructions: Check one: I am a (boy, girl.)

Finish each sentence with a few words.

I wish that adults would let me

____

I wish that adults would give me

____

I wish adults would tell me

____

I wish adults would stop

____

I wish that adults would remember

____

5. Interview other young people using a check list based on the findings of activity #4, to learn what problems they have and how they feel about them.

6. Prepare an incomplete sentence form for parents or teachers to fill out about youth. Bring them back to the group for discussion.

7. Listen to radio and watch television programs related to parents and teen-ager problems and report to the group about them.

8. View filmstrips on family problems and discuss them in class.

9. Name one thing which a brother or sister does to irritate you. Discuss the importance of finding ways to create more harmony among family members.

10. Read and discuss the following situation:

> Jane never brought anyone to her home because she was ashamed of it. Her mother worked full time and had little time for the housework.

> Jane stayed away from home as much as possible. Her younger brother had been asking her for help in reading, but she responded, "Go ask your mother." When Jane did stay home, she did nothing but watch television and she rarely spoke to the other family members. She claimed that no one understood her and that her two brothers and two sisters were too "pesty."

11. Discuss the characteristics of a good family member. Write a paragraph describing someone your age who is a good family member.

12. Prepare a bulletin board with articles from magazines, newspapers, and pamphlets on family living.

13. Prepare a list of things that your parents give you and the things you give to your parents.

    For example:

Parents Give	I Give
Clothing	Help with home tasks
Food	Same courtesy I give outsiders
Home	Consideration of their feelings

14. Suggest a list of things you can do to promote cooperation within the family.

15. Role-play family situations like the following:

    You have been invited to go camping with friends but your parents insist you go with them to visit relatives.

    Your younger sister constantly borrows your clothes.

    Your parents insist that you must clean out the garage on Saturday, the day of the football game.

    There are so many family members in the living room that you cannot entertain your friends there.

    Several children or children and parents are in conflict over which TV program to watch.

16. Do you enjoy these family activities?

    going to church as a group

    planning the family budget

    planning the family vacation

    attending cultural events

    celebrating family occasions

    planning recreational activities

    discussing problems

    discussing current events

    eating in restaurants

    conversation at mealtimes

    attending family reunions

17. Make a list of other activities you enjoy sharing with the family.

18. Discuss some ways in which adults meet their obligations.

    Questions to consider might be:

    How do your parents plan the family budget in order to pay for education?

    Do you get an allowance?

    How do your obligations differ from those of your parents?

    If necessary could you support yourself?

19. Plan a parent-youth panel discussion of the problems which the majority of the students have revealed as most common to the group.

PARTICIPATING IN COMMUNITY LIFE

The purpose of this unit is to increase knowledge of community agencies, organizations, and facilities; to develop positive attitudes toward them; and to stimulate participation in or use of those that are appropriate.

Behavioral Objectives

To list the available community agencies, organizations, and facilities

To describe the functions of these facilities

To tabulate ways young people can both aid and use these facilities

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of the students.

1. Brainstorm any of the following questions:

   In what ways can youth participate in the community?

   What are our responsibilities toward community regulations?

   What can we do as individuals and as a group to improve community living with regard to traffic, health, and sanitation?

   What are the major problems of our community?

2. List the recreational, welfare, and cultural facilities available in your community. The latest Social Service Directory, Metropolitan Chicago may serve as a reference for the group. Following are some general categories:

Recreational

Clubs

Community Center

Movies

Parks

Playgrounds

Service Organizations

Youth Organizations

Swimming Pools

Welfare

Clinics

Employment Agencies

Hospitals

Housing Projects

Infant Welfare Society

Nursing Homes

Public Health Agencies

Veteran Organizations

Cultural and Religious

Churches and Synagogues

Fieldhouses

Libraries

Museums

Schools

Theaters and Auditoriums

3. Form committees to learn more about the institutions and organizations of the community. Plan visits to these organizations and report your observations to the group. Use the following check list or devise your own.

Community Agency Check List

Name of agency ______________________________

Address of agency ______________________________

Purpose of agency ______________________________

How many people does this agency help per day? __________

week? __________ month? __________ year? __________

What activities is the agency now concerned with? ________

____

4. Write a short history of the community. Use of the facilities of the local library or the Chicago Historical Society and interviews with long time residents of the community will help furnish information of interest.

5. Some community organizations have films depicting their services. View any that are available.

6. Collect postcards and posters of important community institutions and events. Mount them for display.

7. Draw a map locating the important institutions of the community.

8. Make a poster or draw cartoons to illustrate community problems.

9. Maintain a bulletin board of news clippings and photos of important community events in which pupils in the school have participated and of forthcoming events of interest to youth.

10. Participate in round table or panel discussions on community resources for teen-agers.

11. Prepare a community handbook containing information on the history of the community, agencies and service organizations, and other community facilities.

12. Invite members of local service clubs to speak to the group, or report on interviews with members of these clubs.

13. List agencies to which young people might go for different kinds of help. Role-play some visits to these agencies.

14. Describe your own community activities.

15. Make a community plan to include your ideas on community needs and improvements.

16. Plan an assembly organized around the central theme of "Our Community The group may write skits, draw posters, and present speakers. Some ideas for the program theme are:

    History of our Community

    Life in Our Community

Let's Meet our New Neighbors

Important Changes in Our Community

17. Complete the following self-inventory as related to your community role.

MY COMMUNITY ROLE

Question	Yes	No
Do I belong to any community youth organization?		
Have I ever volunteered my services for activities other than social in my community?		
Do I try to understand reasons for school rules?		
Do I support community rules, especially those concerning driving, noise, littering, and curfew?		
Am I proud of my community?		
Do I help improve its appearance?		
Do I try to get along well with my neighbors?		
Do I respect the people who make up my community?		
Do I make an effort to welcome new people to the school and the community?		
Do I try to help and be considerate of my neighbors?		

Work out a rating sheet for this self-evaluation based on the number of yes and no answers. A possible one might be:

YES	INTERPRETATION
8-10	Excellent community participation
5-7	Average community participation
3-4	Fair community participation
0-2	Poor community participation

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This compilation is not intended to be a comprehensive list of all available materials. Rather it is offered as a guide to the teacher who may wish to compile other references. Examples of additional contemporary resources include publications such as those of the U.S. Government Printing Office, The Vocational Guidance Quarterly, or the Instructor.

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LEARNING ABOUT OPPORTUNITIES

LEARNING ABOUT THE WORLD OF WORK

The purpose of this unit is to explore the world of work in order to discover the vast array of occupations that exist and the levels of work within each occupation. Consideration is given to the factors that need to be investigated in the study of a job. Some boys and girls may have had work experience or have participated in activities which may be used as a basis for further work exploration.

Behavioral Objectives

To list the opportunities for part time and summer work

To classify jobs in various ways

To compare various occupations in relation to their job description, required training and qualifications, and employment opportunities

To relate levels of jobs within one occupational field to skills, training, aptitudes, interest, et cetera

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of the students.

1. Consider the following questions to initiate interest in the unit:

   Do all jobs have some importance?
   What are some ways we can classify jobs?
   What does it mean when someone says he works in the building trades industry?
   Why is it necessary to have many different kinds of occupations?
   Are there some jobs I don't know about?

2. Form committees to list as many jobs as possible beginning wit the letters in the word Jobs. List the letters J - O - B - S a sheet of paper in 4 columns and prepare the list as follows.

Allow 10 minutes for the committee work.

J	O	B	S
Jeweler	Optician	Baker	Secretary

Committees will report their results to the entire group. List the results. The results of this activity can be used for other activities in this unit. (This activity can also be carried out by brainstorming with the entire group.)

3. Discuss different types of work with which you are most familiar or jobs you may have done yourself. List types of work that are most familiar to the group. Copy the list and indicate by a check mark whether you have done this type of work. A double check mark indicates that you were paid for doing the work. Discuss the responses.

Type of Work

_________ Taking care of children
_________ Mowing lawns
_________ Shoveling snow
_________ Washing dishes
_________ Delivering newspapers
_________ Doing housework
_________ Washing cars
_________ Taking care of pets
_________ Shining shoes
_________ Delivering groceries

Many of these types of work are called "odd" jobs and may be done for the family, neighbors, or friends. When young people reach the age of fourteen, employers may seek their services. In those cases, the employer will give the individual the necessary papers to obtain an employment certificate and a social security number. (This is fully explained in the unit "Applying for a Job.")

4. Discuss the differences between a part-time and/or summer job and a full-time career in terms of--

reasons for part-time work
values of part-time work
relation of part-time work to future plans

5. List the types of part-time summer work that may be available to young people. Some examples would be:

stock boy in grocery store
sales clerk in store

retail sales clerk
inside messenger worker
golf caddy
office helper
candy counter clerk
soda fountain clerk

6. Organize a committee to investigate the following questions concerning part-time/summer work. What types of part-time/summer work are available in the community? What are the age and other requirements for these jobs? Report the information back to the group.

7. It has been found helpful to look at occupations in different ways in order to orient oneself to the world of work. Several classifications help to develop insight into thinking about occupations. One of the simpler ways of classifying occupations is on the basis of whether the work or the occupation consists primarily of contact with people, things, or ideas. Of course, many jobs involve all three of these, but it is often possible to indicate the primary thrust of the work as falling in one of three categories.

   Divide into"buzz"groups and suggest occupations that belong in different categories listed below. After approximately 10-15 minutes one person from each group will report the results to the entire group. List the results.

   Occupations

Work with People	Work with Things	Work with Ideas
________________	________________	________________
________________	________________	________________
________________	________________	________________
________________	________________	________________
________________	________________	________________

   Choose occupations from each category and write the one thing you like most and the one thing you like least about the occupation.

8. Think of the jobs in a given industry as another way of classifying occupations which help to show relationships between jobs Thus, one might try to think of all the different jobs in communication industry, auto industry, building trades industry, ban ing industry, transportation industry, and other. (See Occupational Information Related to the Unit.)

Form small groups to develop a list of different jobs in the industries or fields mentioned above or additional industries in which you are interested. For each job list the educational requirements, type of interests, (person, things, or ideas), and school subjects which give training for the work. Report findings to the entire group. As a resource, use the Board of Education occupational information brochures on Transportation, Communication, or Building Trades.

9. Some jobs require a knowledge of a language other than English. Look in want ad sections of newspapers for such positions. Some group members may bring in foreign language newspapers which are published locally. List the languages required for the positions.

10. Although there are more than 45,000 different kinds of jobs, they can be placed under one of six categories of the classification scheme described in the Occupational Outlook Handbook which was developed by the United States Department of Labor. Because many important occupational concepts are included in this classification, it is described in detail at the end of this unit.

    Group the occupations categorized in activities seven and eight according to the Occupational Outlook Handbook classifications.

11. Make cartoons or posters illustrating the different types of jobs in a given field or industry.

12. Bring old magazines to the class. Place the old magazines so they are easily accessible to all pupils. Proceed as follows:

    Divide the class into committees consisting of four pupils each
    One pupil on each committee will act as recorder of the information, another will act as librarian, the third will act as reporter, and the fourth will act as leader
    The leader conducts the discussion for each committee
    The librarian takes one magazine at a time to his committee
    The committee lists all the occupations suggested by the pictures in the old magazines
    The librarian picks another magazine when the committee is finished with the first one
    All committees set the same time limit for the activity
    The recorder for each committee lists and counts the number of occupations selected by each committee when time is called.

The recorder reads the results to the entire group

Consider the committee with the largest number of occupations as winner of the game. However, their selections may be challenged by the other groups for accuracy. Use completed list to classify jobs by categories or characteristics.

13. Construct collages illustrating different types of jobs by using pictures from old magazines.

14. Compile a list of songs or poems which mention occupations or fields of work.

15. Interview a person employed in a given field or industry to learn about the prospects for the future growth and development of employment opportunities. Role-play the interview for the group.

16. Invite guest speakers to share ideas about the world of work. Note to the Teacher: These speakers should not promote any one job field but should relate education to the world of work and the diversity of this world. Some community service organizations have speakers available for such talks. The Bureau of Pupil Personnel Services will also provide assistance in obtaining speakers for Career Conferences.

17. Attend any available career conferences in the community or elsewhere in the city. Group members who attend such conferences may share their experiences with the group.

18. Scan the newspaper's "Help Wanted" section to see the different types of jobs available. A list may be compiled of different kinds of jobs available and these might be placed in occupational categories. An example follows:

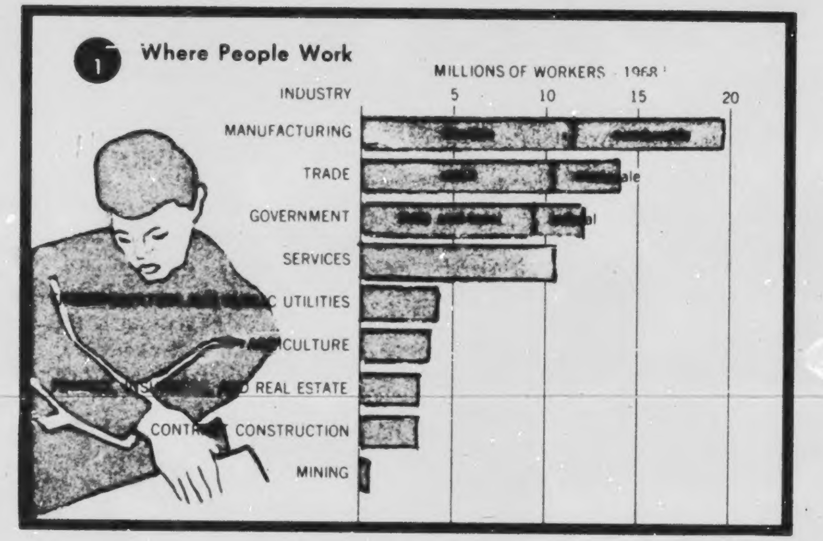
Jobs Listed In Want Ads	Occupational Category
barber	service
bricklayer	skilled
lawyer	professional

19. Form a committee to survey the community for the purpose o determining the various kinds of work that people are doing Relate the jobs to interests, abilities, or the amount of e

cation and/or training required.

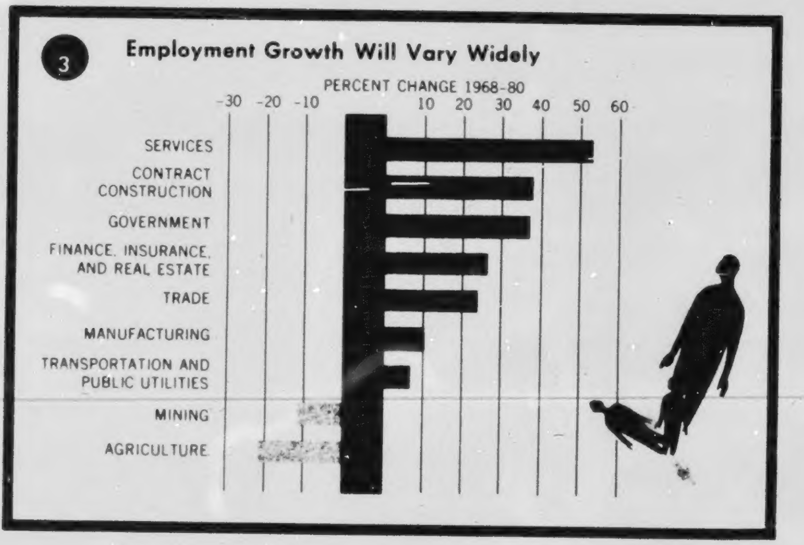
20. Read What Next for the 8th Grade Graduate?, especially the section titled "What Are the Opportunities Ahead?". Use it as a basis for discussion of the world of work.

21. Use the following chart to illustrate the types of industries in which most people work. This chart is based on one from the Occupational Outlook Handbook, 1970-1971, page 13. Note to the Teacher: This chart may be reproduced for the pupils.



Make a list of occupations and place them in the categories listed on the chart.

22. Use the following chart to illustrate employment growth. Form a panel to consider the projected employment growth figures in various industries and discuss what this implies in terms of schooling, special training, and career opportunities. This chart is based on one from the Occupational Outlook Handbook, 1970-1971, page 13. Note to the Teacher: This chart may be reproduced for the pupils.



23. Government figures indicate that the school dropout is more likely to be unemployed than the graduate (in the 16-21 year old age group); for example, in 1965 the dropout unemployed figures in this age group were almost 15 percent as compared to about 8 percent for graduates. Consider the implications of these figures in terms of your own school and career plans.

24. Construct a chart and list various jobs and then indicate what you think are the duties of workers in each of these jobs. Refer to occupational pamphlets, books, textbooks, and other sources for jobs about which you are uncertain. A sample chart follows:

Job	Duties
Grocery Clerk Dentist Teacher Secretary	

25. Select three industries and make a list of all the jobs that you can think of that are part of that industry. A sample list follows:

Industry	
Transportation	Pilot, Stewardess Truck Driver, Bus Driver, Airplane Mechanic, etc.

26. Select one industry to examine. Jobs may be looked at by industry in terms of training required for various jobs within the industry. An example of such a compilation could be as follows:

"Industry" (for Occupational Field)	
Health	
Most Highly Trained	Doctor
Highly Trained	Nurse
Much Technical Training	Technician

27. Plan a field trip to a business, factory, or professional facility. List the different kinds of jobs that you see individuals doing at the site.

Developmental Vocabulary

The following definitions are given here to aid the group in the discussion of this unit. The group may wish to add to this list as they encounter new concepts concerning the world of work.

Fringe Benefits: The supplementary benefits other than salary: i.e., hospitalization insurance, dental insurance, vacation, life insurance, et cetera.

Industry: A group of occupations within a specific field of work; a form of economic activity.

Profession: An occupation usually involving long and specialized preparation on the level of higher education.

Service Worker: One who renders service on a non-professional level.

Technician: A worker on a level between the skilled worker and the professional.

Entry Job: The type of job or first job usually available to a person starting in an occupational field.

Occupational Information Related to the Unit

As an aid to the group, the following classification of occupations based on that used in the Occupational Outlook Handbook (1970-1971) is given. The Occupational Outlook Handbook is made up of two major divisions: The Outlook for Occupations and Some Major Industries and Their Occupations. These two groupings are really two different ways of classifying occupations. Each of the two major groupings is further divided into various occupational categories as follows:

The Outlook for Occupations

Professional and Related Occupations
Managerial Occupations
Clerical and Related Occupations
Sales Occupations
Service Occupations
Skilled and other Manual Occupations

Some Major Industries and Their Occupations

Agriculture
Mining
Construction
Manufacturing
Transportation, Communication, and Public Utilities
Wholesale and Retail Trade
Finance, Insurance, and Real Estate
Service and Miscellaneous
Government

Outlook for Occupations

Professional and Related Occupations: This group includes engineers, physicians, and teachers. These professions require college graduation and sometimes advanced degrees or experience. The related group, including performing artists and athletes, places a high premium on skill and creative talent.

Managerial Occupations: There are many levels of managerial positions. A manager's responsibilities depend on his level of management and type of employer. Some examples of management positions are: industrial traffic manager, sales manager, retail manager, finance department manager, and purchasing agent.

Clerical and Related Occupations: This group includes bookkeepers, secretaries, title searchers, messengers, file clerks, and others. They handle communications through mail, telephone, telegraph, and messenger service; attend to the shipping and receiving of merchandise; ring up sales on the cash registers of stores; or do the related work.

Sales Occupations: This group includes sales people of all kinds, men and women who like to travel and those who do not. Workers in this group sell for manufacturers, insurance companies, and other producers of goods and services; for wholesalers who stock large quantities of goods so that smaller lots may be purchased and resold by retail stores; and for drugstores, dress shops, and other retailers who deal directly with the public.

Service Occupations: Workers in service occupations police streets serve food, put out fires, clean our homes and buildings, and in numerous other ways provide services to the American people. Some other service workers are: baby-sitters, theater ushers, barbers, and laundresses.

Skilled and other Manual Occupations: Skilled, semi-skilled, and unskilled workers in the U.S. make up more than one-third of all employed workers. They operate transportation systems, and communication facilities; build homes, office buildings, and factories. They repair automobiles, television sets, washing machines, and other household appliances. Manual workers move raw materials, wrap and pack finished products, and load and unload supplies and equipment of all kinds.

Some Major Industries and Their Occupations

Agriculture: The number of farm jobs are decreasing and farms are becoming larger. The general trend is toward more specialized farming such as: dairy farms, livestock farms, poultry farms, corn and wheat farms, also cotton, tobacco, and peanut farms. Other highly specialized flower and sod farms require special knowledge and skill.

Mining: The mining industry is a major supplier of the basic raw materials and energy sources required for industrial and consumer use. Metal mines provide iron, copper, gold, and other ores. Quarrying and other non metallic mining produce many of the basic mater als such as limestone, gravel, and fire clay needed to build the country's schools, offices, homes, and highways. Petroleum, natura gas, and coal are the primary sources of nearly all our energy, bot for industrial and personal use. Mining is the smallest major indu try division.

Construction: The activities of the construction industry touch nearly every aspect of our daily lives. The houses and apartments we live in; the factories, offices, and schools in which we work; and the roads we travel upon are examples of some of the products of this important industry. The industry encompasses not only new construction projects but also includes additions, alterations, and repairs to existing structures.

The contract construction industry is divided into three major segments. About half of the work force is employed by electrical, ai conditioning, plumbing, and other special trade contractors. Almost one-third work in the general building sector where most residential, commercial, and industrial construction occurs. The remaining one-fifth are engaged in building dams, bridges, roads, and similar heavy construction projects.

Transportation, Communication, and Public Utilities: The public utilities industries produce most of the energy that powers, heats, and lights our factories and homes. The transportation industry moves goods and people about the country by air, rail, water, and highway; the communications industry provides communication systems such as: telephones, radios, and TV broadcasting. Other examples of occupations in this category would be pilots, stewardesses, air craft mechanics, powerplant occupations, merchant marine occupations, radio and television broadcasting occupations, railroad occupations, and telephone industry occupations.

Wholesale and Retail Trade: Wholesaling and retailing are the final stages in the process of transferring goods from producers to consumers. Wholesalers assemble goods in large lots and distribute them to retail stores, industrial firms, and institutions such as schools and hospitals. Retailers sell goods directly to housewives and other consumers in a variety of ways--in stores, by mail, or through door-to-door selling. A list of the items sold by wholesale and retail businesses would include almost every item produced by American industry.

Finance, Insurance, and Real Estate: Nearly every individual or organization makes extensive use of the diverse and complex services provided by the finance, insurance, and real estate industry. Financial institutions--banks, savings and loan associations, consumer credit organizations and others--make banking and credit facilities available to individuals and businesses. The types of services they offer range from providing simple financial services such as personal checking and savings accounts to acting as the broker and salesman in buying and selling of stocks and bonds needed by giant corporations for investment capital. Insurance firms provide protection against unexpected losses due to fire, accident, sickness, death, and for many other emergencies. Real estate organizations act as the intermediary or broker in the sale of houses, buildings, and other property, and often operate and manage large office and apartment buildings.

Service and Miscelleaneous: The long-term growth in American economy has created a growing demand for services of all kinds. Thus, in addition to the multitude of goods produced and distributed, a growing share of our national wealth and manpower is being devoted to needed services, resulting from greater emphasis on better medical care, quality education, personal services, and recreational activity. In many ways, the rapid growth in the importance of the service industries reflects the country's aspirations for a better and fuller life for all its citizens.

Government: Government employees are a significant part of the total work force and include people in the armed forces and those in the National Park and Forest Service. Workers are employed also by government agencies in activities such as housing and community developments, social security, and public welfare services, as well as in general administrative, judical, and legislative activities.

The above information is not complete but is to serve as a general guide and does certainly not contain all of the occupations listed in the "Handbook."

SCHOOL IS LIFE

The purpose of this unit is to help students recognize how school subjects and activities help them develop intellectually, socially, physically, and emotionally. School is a learning laboratory of experiences which prepares them to function more effectively in their community.

Behavioral Objectives

To describe the relationship between subject matter and occupational opportunities

To explain how school service develops a sense of leadership and responsibility

To identify the school as part of a community of obligations, privileges, and traditions

To list the ways in which the school provides expanded citizenship experiences for upper grade students

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of students.

1. Brainstorm the topic "Our School Is Unique List the comments offered by classmates.

2. Meet in small "buzz" groups to list the specific activities which make your school special. Compare your list with the lists made by the other groups.

3. Plan a special edition of the school newspaper devoted to your school.

4. You have volunteered to be one of the roving newspaper reporters for your room. Your assignment is to interview students, parents, teachers, and staff personnel. These interviews will be included in one section of the paper.

Question: What do you like most about your school?

5. You are one of the photographers assigned to accompany the roving reporters. Take pictures of the persons interviewed and any other news item which the editor feels is necessary.

6. You are one of the feature writers for the special edition. Select one of the following topics to research:

   Important Events in the School's History

   Famous School Alumni

   Contributions of __________________to Society (The space is for the name of the person for whom the school is named. The library and the Chicago Historical Society may be used as sources for references.)

   School Service Develops Leadership

   A School Club for Everyone (Variety of School Clubs, Organizations)

   Democracy in Action (Influence of Student Council on the Student Body)

   School is Life

   Pictures or illustrations can accompany these articles. Also the editorial staff can plan some clever layouts to dramatize each feature article.

7. Write a thumbnail sketch (biographical) about the contributions to the school of--

   student leaders

   community leaders

   special service people (nurse, speech teacher, teacher aides, remedial reading teacher, custodian, et cetera.)

8. Interview people in different jobs to determine which school subjects and experiences (clubs, sports, et cetera) they found most useful to them.

9. Pretend you are a committee chosen to evaluate the school's program. Make a list of the subjects/activities in your school. Opposite each indicate if it should be removed or retained in the program. List the reasons for your decisions.

Subject/Activity	Remove or Retain	Reasons
Gym		Physical Development
		Good Sportsmanship
		Important to Future
		Hobby - Livelihood
		Pleasure

Identify relationships between the school program and later adult activities.

10. Prepare a room bulletin board to show how your school subjects/activities will help you in some future occupation or hobby. Cut out pictures to illustrate these.

PREPARING TODAY FOR TOMORROW

Subjects	Occupations and Hobbies
English	
Home Economics	

11. Review the "Help-Wanted" sections of the classified ads in the newspaper (especially Sunday editions) to determine the types of education and/or experience desired by employers in various career areas.

12. Plan a Career Day. Invite former graduates of the school who are now attending (A) college, (B) technical school, (C) business school, (D) apprenticeship programs, to present a panel discussion on which subjects were most relevant to their plans.

13. Write a paragraph in which you explain what you think people mean when they tell you - you have to go to school because--

"you have to . . . "X."

"it's good for you!"

"you'll regret it later."

14. Interview teachers in a different subject area to get their views on the relation of their subject to careers. Report back to the group.

15. Develop a chart relating some ability areas to school subjects and to occupations. One method of developing this chart is shown below:

Ability Area	Related School Subject	Related Occupation
manual dexterity	shop	auto mechanic
music	orchestra, chorus	musician, singer
verbal	English, social studies	teacher, lawyer

16. List school subjects you have enjoyed in elementary school and relate them to interest areas and occupations. A sample chart follows:

Subject	Interest Area	Occupations
reading	literary	teacher, journalist
arithmetic	computational	accountant, bank teller

17. Break into small "buzz" sessions. Select a topic for discussion. Choose a secretary to report back to the other groups.

Topics:

Why school regulations?

Extracurricular activities are more than fun.

Is student government really helpful?

Try to center your discussion upon the relationship between these areas and future job and community roles which you hope to obtain.

Example:

Why school regulations?

No tardiness . . . . . . habit of punctuality is important in a job.

18. Work on a chart relating various jobs and school subjects (in a broad sense). This chart might be as follows: (The number of examples can be unlimited.)

School Subject Area	Job Examples
reading	broadcaster, teacher, salesman, mailman, librarian, architect
arithmetic	carpenter, plumber, salesclerk, mathematician
science	doctor, dentist, chemist, hospital technician, nurse

STUDYING A CAREER

The purpose of this unit is to give individual students the opportunity to explore in greater depth one facet of the wide field of occupations. This information will then help to widen the horizons of the entire group as it is reported to them by individual members

Behavioral Objectives

To select one interesting field from the diverse range of the labor force

To identify the characteristics and requirements of a specific occupation

To report to the group all information and sources thereof discovered in the study of one occupation

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of the students.

1. Discuss the following general questions before going on to specific occupations.

   Is required training the same for most occupations?

   Is salary related to training?

   What questions should I ask about any job?

   What are some sources of occupational information?

2. Obtain general information about the size and nature of the labor force in the United States and in the local area. A source for this information would be the Illinois State Employment Service or the U. S. Department of Labor. The information could be categorized as follows:

Total in Labor Force in U.S. ________________

Total in Labor Force in Chicago _____________

Number of men employed (Chicago) ____________

Number of women employed (Chicago) __________

Date of information ___________ ____________
(Month) (Year)

3. Compile a list of the factors you feel it is important to know about an occupation. Some of the points related to the study of an occupation could include the following:

Study of An Occupation

I. Title of the occupation

II. Description of the work. Does it deal with people, ideas, or things?

III. Classification according to professional, clerical, skilled, et cetera.

IV. Amount and kind of education needed.

V. Conditions of work:

   A. What are the hours of work?

   B. Is the work seasonal or all year around?

   C. Is it necessary to travel?

   D. Is there danger involved?

   E. Does the worker have to provide special tools, equipment, or clothes?

   F. Is the work indoors or outdoors?

   G. Must you belong to a union or special organization in order to be able to work?

   H. Do you work for someone or do you work for yourself?

   I. Does the job require physical stamina?

   J. What are the opportunities for women in this occupation?

VI. Summary of present and future conditions:

   A. Is there a shortage of workers in this occupation?

   B. What is the situation expected to be in the future?

   C. What does the average worker earn in this occupation?

VII. Evaluate the occupation in terms of your own abilities and interests.

4. Choose an occupation you would like to know more about and use the "Job Questionnaire" at the end of the unit to assess your choice.

5. Collect clippings of current articles or pictures of the occupation you have chosen from newspapers or magazines for a bulletin board to illustrate various occupations, or compile a career "scrapbook."

6. Scan biographies and autobiographies to locate individuals who were successful workers in various fields and classify them according to their occupation. After the books are examined make a list giving the author, title, name of the individual, and classification of the occupation.

7. Study your selected occupation using current pamphlets, books, magazines, newspapers, interviews,or other sources.

8. Display any material you have collected or make posters or cartoons to illustrate your findings. (Catalogs and other descriptive job material may be obtained from local businesses or schools.)

9. Plan a field trip for the group to see workers in action. Make a list of work responsibilities that are observed.

10. Select and view certain television programs with the objective of ascertaining the various occupations depicted and the duties illustrated. Focus on the relationship of the jobs you noticed.

11. Interview personnel managers or vocational resource personnel on points to consider about a job. Some sources could be:

    personnel specialists from industry

    vocational school counselors

workers from the Illinois State Employment Service

workers from the Apprenticeship Information Center

12. View movies or filmstrips depicting certain occupations with the goal of ascertaining duties, conditions of work, physical exertion, work with people, and other factors.

13. Select working members in your own families as well as other people in the neighborhood who are working and ask them to describe their job duties to you. Report back to the group to illustrate the diversity (or lack of diversity) of duties inherent in various types of occupations.

14. Give a detailed report to the group on all the information you have gathered on the occupation you explored.

JOB QUESTIONNAIRE

1. What is the name of the job or profession? ____________________

2. What does the worker do? ____________________

____

3. What are the requirements to obtain the job?

Age __________ Physical or mental abilities __________

Education __________ Special training __________

Skills __________ Apprenticeship __________

4. What are the conditions under which he works?

Hours of work __________ Layoffs __________

Seasonal __________ Is it necessary to travel? __________

Physical conditions (noisy, hot, dirty) __________

Is there danger involved? __________

5. What deductions are taken from your pay?

Union dues __________ Income tax __________

Social Security __________ Uniforms __________

Your own tools __________ Insurance __________

Other ____________________

6. Is the work interesting to the worker? ____________________

7. Would it suit your temperament? ____________________

8. Are there opportunities to get ahead? ____________________

What are they? __________ How long will it take? __________

____

9. Can you transfer to another field without retraining? __________

____

10. How does the job affect family life? ________________________

11. What are the earnings and other rewards?

Beginning wage _________________ Maximum wage ____________

Average _____________________ Annual earnings ____________

Fringe benefits (vacations, holidays with pay, overtime, bonuses, sick leave, uniforms, tools, insurance).

____

12. Must you belong to a union or other organization to qualify for the job?

Yes ____________ No ____________

13. List the factors you would call advantages. _________________

____

____

14. List the factors you would call disadvantages. ______________

____

____

EXPLORING NEW AND FUTURE CAREER OPPORTUNITIES

The purpose of this unit is to explore future career opportunities. We are living in a changing world where new occupations are constantly emerging to meet the needs of society. While it is impossible to forecast the exact types of new jobs that will service the next generation, there are trends developing which make it possible to project future careers.

Behavioral Objectives

To identify new developments in science, industry, and education which will result in unusual career opportunities

To name jobs which are just emerging and which may be more plentiful in the future

To identify future career opportunities which do not exist today except in man's mind

To describe changes in our life style resulting from changes in the work world

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of students.

1. Explore the field of communication and list new trends which will mean new job opportunities.

   For Example:

   video telephone
   conference phone connections
   instant photography
   cassette
   video cassette

   How many other innovations did you add?

2. Discuss what the trends in activity #1 will mean to you in terms of--

    educational needs
    job opportunities
    personal comfort
    more leisure time

3. Medical research is making advances which are far reaching. Read and report back to the class about any one of these:

    lazer beam surgery
    deep freeze surgery
    organ transplant
    flouride coating of teeth
    other

4. List the new amendments which have been added to the United States Constitution during the past ten years. These have been necessary to keep the Constitution a living organ which reflects the changes which have occurred in our society. Divide into "buzz" groups to discuss how the recent amendments will affect your future. Can you predict any possible future amendment that might be needed?

5. Research the trends in automation which will affect your life. Note to the Teacher: Suggested areas might include--

    prefabricated units
    furniture - glass, metal, plastic, bean chairs
    computerized control manufacturing, i.e., steel mills
    food processing (dehydration, fast freeze, simulated foods, Sara Lee Kitchens)
    microwave oven
    automatic typewriter
    translating machines

6. Discuss the automation which is increasing in many industries. How important are these changes to the job market? What jobs will be eliminated? What new jobs will emerge?

7. Plan a debate. Resolved: Fingerprints are more accurate than voice prints in identifying persons.

8. You have been offered a job--

    in a sea laboratory
    in a tundra region weather station
    in an experimental space station

    Describe how this would change your life.

9. Role-play how a change in your environment influences your life style. Use one of the examples from activity #8. Note to the Teacher: Play the NASA game which has been in-

cluded for your convenience.

10. Transportation makes our world smaller so that all people are our neighbors. In what ways will the new developments in transportation increase your mobility?

    air cushioned tube
    hovercraft
    electric car
    wankel engine
    amtrak

11. This increased mobility will require better language communication because of the increase in the number of people you will contact. Brainstorm the problems in communication you will face. Prepare some solutions. Note to the Teacher: Esperanto or a computer language may be suggested.

12. Develop a system of visual symbols to cummunicate information about the following:

    traffic
    exits
    fire
    rest rooms
    restaurants
    bridges
    dangers
    other

13. Home management has changed in recent years, but more rapid changes can be expected in the future. Some changes to consider are:

    garbage compactors
    non phosphate detergents
    synthetic fabrics i.e., wash and wear, drip dry
    food processing
    new foods

14. The world without cash is fast approaching. How will your credit card be used to--

    deposit your checks
    make reservations
    pay bills
    make purchases

15. Divide into buzz groups to discuss the importance of your personal credit rating in a world without cash.

16. List some changes in education that you feel will occur to prepare you for this world of the future. Note to the Teacher: The following trends might be mentioned:

    programmed instruction
    schomes
    child-parent centers
    schools without walls
    schools without failure
    group guidance process

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MAKING AND CARRYING OUT PLANS

LOOKING AHEAD TO HIGH SCHOOL

The purpose of this unit is to plan and execute important decisions about choice of high school subjects and future goals. The choice of elective subjects for the ninth grade establishes a definite path toward a goal, but this path is not absolutely rigid and irreversible. If goals change, it is possible to alter directions.

What Next for the 8th Grade Graduate? This important questions is the title of a booklet designed to assist elementary school graduates in discovering future opportunities. This unit is designed to make special use of the booklet.

Behavioral Objectives

To identify and name various programs in the Chicago public high schools

To describe high school requirements and extracurricular activities

To identify alternative choices of high school subjects and future plans

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of students.

1. Brainstorm the kinds of information members of the group would like to know as they look ahead to high school. Upon this information plan interviews with high school students (former graduates of your school, if possible) who are presently attending--

    the neighborhood high school

    a vocational high school

a technical high school

a private high school

2. Appoint a committee to gather brochures from various high schools.

    Compare:

    - the requirements for entrance
    - the programs offered
    - the extracurricular activities
    - the work-study program
    - the guidance program
    - the school costs
    - the special program offerings
    - the graduation requirements

3. Do a self study. Make a list of your academic strengths, your academic weaknesses, your interests, and possible future goals, i.e., college - work.

4. Plan a High School Day. Invite former elementary school graduates now attending high school to your school. Select a member of each group to meet with each high school student. Each representative will be responsible for relaying the kinds of information sought by the group to the high school speaker. Your teacher will help you arrange for a free exchange of ideas.

5. Form a committee to obtain copies of high school newspapers from general, vocational, and technical high schools. Compare them according to the types of activities they feature.

6. Prepare a newsletter for distribution which includes the information you have gathered as a result of activities #1, 2, 4, and 5.

7. Explore the reasons for attending high school, such as the following:

    to qualify for college

    to explore job opportunities

    to receive vocational training

to grow and develop as a person

to encourage interests and talents

to develop self direction

8. "Buzz" in small groups the topic "High School Will Be Different." Share your ideas with the class. Explain the dual relationship of greater freedom and greater responsibility in these examples:

   traveling a long distance

   being away from home all day

   having added expenses

   making new friends

   having many different teachers

   having greater responsibilities for managing own school affairs

9. Compile a list of activities offered in the local high school and indicate which ones interest you and how you think these activities will be useful to you both as a student and as a member of a community. Chart form may be used:

Activity	My Interest			How This Activity Can Help Me
	High	Average	Low	
Student Council				Makes me aware of democratic procedures
School newspaper				Helps develop my writing ability

10. Plan a field trip to a high school to experience some of the flavor of high school life. Before embarking on such a trip the group should develop a check list of important points to observe so that the trip will be more meaningful.

BECOMING A GOOD LEADER AND TEAM MEMBER

The purpose of this unit is to classify the traits which most leaders have in common. The names of great people and their leadership qualities are studied. Through discussion of these traits the pupils can determine what qualities help a good leader and how such abilities can be developed within themselves.

Behavioral Objectives

To name the traits which most leaders have in common

To demonstrate traits of good leadership

To describe the traits of a good team member.

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of students.

1. Brainstorm the names of people throughout history whom you feel were great leaders. List these names as they are mentioned.

2. Beside each name from activity #1 record an adjective which describes the leadership quality of that person.

   Example: Helen Keller - determined
   Abraham Lincoln - resolute

3. Prepare a bulletin board which highlights leadership qualities from activity #2.

LEADERSHIP

IS

Determination Fortitude Courage

4. Select one of the names from activity #1. Write--

   a biographical sketch of the person which describes the leadership trait.

   about a personal incident, or an incident which involved someone you know, that describes one of the leadership traits listed in activity #2.

5. In small groups "buzz" the following questions and report your conclusions to the group:

   Is a good leader also a good follower?
   Is there such a thing as a "born leader?"
   Are leadership skills acquired in the same way as other skills?
   Can you identify leaders by their outward appearance?

6. Choose seven students to present this short skit.

SITUATION: Seven students have been elected to the planning committee for the forthcoming dance.

CAST: Al, George, Arthur, Marlene, Mary, Patricia, and Tom.

AL: I believe George would make a good chairman. I nominate him.

GEORGE: OK. I accept the nomination.

ARTHUR: I would like to nominate Marlene as secretary.

MARLENE: Oh no, not me! What about Patricia?

ARTHUR: Fine. I second the motion for Patricia as secretary.

MARY: Let's make it a unanimous vote. (All raise hands.)

GEORGE: Our first line of business is, where shall we hold the dance?

MARY: What's wrong with the school gym? That's where we held it last year.

AL: Why not have it at the Civic Auditorium? We've never used that place before.

PATRICIA: But we've always had our dances in the school gym. Would it work in the auditorium?

TOM: Don't ask me. I don't know. Just let me stay out of this.

ARTHUR: Either place is OK. with me.

MARY: I don't think so. We know the gym is a good place for the dance because we've used it before.

PATRICIA: That's something we should think about.

ARTHUR: Well, I don't really see what difference it makes. Let's flip a coin.

AL: It does make a good deal of difference. Having the dance in the Civic Auditorium would be doing something new and different and it might be more exciting than the gym.

GEORGE: Let's all vote on it. Those in favor of the gym, raise your hands.
(Arthur and the three girls raise their hands)

GEORGE: Well, that's the majority. I guess the dance will be in the gym. How about having a costume dance? We've never had one before.

MARY: I don't think the other students would like it.

MARLENE: I don't think so either. We better not take the chance. What do you think, Tom?

TOM: I don't know.

MARY: I would rather have a semi-formal dance. Everyone usually likes that.

PATRICIA: That sounds like a good idea.

AL: I have some good ideas for a costume dance.

ARTHUR: I'll be glad to work on the costumes.

GEORGE: Well, what do the rest of you think?

TOM: Don't ask me. Just leave me out of this.

GEORGE: Let's vote. All those in favor of a costume dance, raise your hands. (Tom, Al, and George raise their hands.)

GEORGE: Well, it seems that most of us are in favor of a semi-formal. The next thing is to see about decorations.

AL: I have some ideas for decorating the gym.

PATRICIA: I'll be glad to work on some of the decorations at home.

MARLENE: I'll help, too.

MARY: I have some suggestions I would like to make, but I don't think I'd be able to help put up the decorations.

GEORGE: We will need someone to serve refreshments. Who would like to volunteer? Patricia, how about you? Maybe Arthur could help you.

PATRICIA: I would rather take care of ordering the refreshments. I can do that alone. I won't need any help. Maybe Arthur could do the serving.

ARTHUR: OK! I'll do what I can.

AL: Pat, be sure you get the large bottles of Coke.

MARY: Yes, and be sure to get the ice-cream squares with three flavors.

MARLENE: Is there anything else I can do?

GEORGE: I don't know. Maybe you could make some favors.

MARLENE: I would like to be a hostess. I could greet the people.

GEORGE: Well, I guess it's getting rather late. Meeting adjourned.

Discuss the functioning of the group as portrayed in the skit. Were objectives met? Study the characteristics of each member. Discuss the following questions:

Which person would your prefer to work with?
Which person(s) had leadership characteristics?
Which person(s) lacked good team-member characteristics?

7. Discuss the meanings of these words and how they affect leadership qualities.

self-restraint
self-assertion
self-acting
doer
group-centered
planner
self-reliant
self-assured

8. Complete these sentences. Analyze the responses. How do they reflect possible leadership, non-leadership qualities? Note to the Teacher: Help the group to see that the responses indicate such qualities as independence versus dependence, activity versus passivity, gregariousness versus reclusiveness, et cetera.

When someone makes me angry I ____________________

Taking orders from people is ____________________

When I have a job to do I ____________________

I make my own decision when ____________________

I can communicate with everybody except __________

Some days I have difficulty in ____________________

When I make up my mind ____________________

9. View the film Developing Responsiblity (Coronet) and follow with appropriate discussion.

10. Discuss the question "How can I become a valuable member of a group?"

11. A good follower must be able to recognize a good leader. Discuss why he should:

know the qualities of a good leader
desire real leaders in office

respect the leaders chosen
know the candidates for office well
match his qualifications against established criteria

12. Participate in elections within the classroom or in the student council for president, vice-president, secretary, and treasurer.

    How do mock or real school elections provide an opportunity for you to gain practice in choosing good leaders?

13. Choose a committee to make a chart of the common qualities that most leaders have. All leaders are not alike but there are a few basic similarities. Below is the beginning of a chart of the main characteristics of a good leader.

A GOOD LEADER

has a sense of responsiblity about his job
can adapt himself to changing situations
is sensitive to people
is able to communicate his ideas to others

14. Role-play the following situations. Discuss each from the standpoint of leadership:

    What would you do if......

you saw an injured person lying in the street?
the teacher is unavoidably detained in coming to class?
your friends want you to cut school?
your club wants to raise money for a scholarship fund?

15. In the book How to Pick Leaders by G. L. Freeman and E.K. Taylor, which is reputedly a scientific study in executive selection, five characteristics of executives are listed. These are:

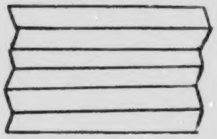
emotional control
energy drive
ethical factors
intellectual aptitudes
social adaptiveness

Discuss these characteristics to be sure the group understands them. Arrive at a consensus and rank them from the most important to the least important. Tabulate and discuss the results. Note to the Teacher: The book ranks them as follows: (1) energy drive, (2) social adaptiveness, (3) emotional control, (4) intellectual aptitudes and (5) ethical factors.

16. Invite community leaders to speak to your class. Ask them to relate their experiences to the group, emphasizing how they attained their present position, the work involved, and the necessary preparation and requirements.

17. Rate yourself in terms of the leadership traits discussed in this unit. Think about the leadership qualities you feel you possess. List the non-leadership qualities you have. Opposite each, state what you can do to strengthen these areas so you can become more effective in a group.

18. Form into small groups. Take a half sheet of paper. Print your name at the top. Fold the paper accordian fashion. Each person in the circle passes his paper to the left. Each person writes an adjective or phrase which describes a favorable characteristic of the pupil whose name appears at the top and then folds the paper and passes it to the next person. This continues until the sheet returns to the owner.



Review your ratings. Did the people in your group list leadership characteristics? What qualities do you agree with? Disagree?

PLANNING FOR CAREERS IN A CHANGING WORLD

The purpose of this unit is to explore career opportunities in a complex, rapidly changing world. The eventual choice of a career is obviously a decision of major impact on the future life of an individual. As our world changes, new occupations will emerge to meet the needs of our society. Career choice is no longer simple. Certainly the world has always been in a state of change, but previously the pace of change was slower than it is now. Career planning therefore requires, among other things, an understanding of ourselves in terms of our abilities and interests, their relationship to certain long range trends which are emerging, and recognition of the need for flexibility.

Behavioral Objectives

To identify the changes taking place in the world of work

To describe the future requirements for employment in a changing world

To name the future work needs in various industries

To explore the training and educational requirements for future job opportunities

To examine the effect of automation on job opportunities

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of the students.

1. The time to think about career opportunities is now. Begin by taking stock of yourself. List your abilities (the activities you do well) and your interests (the hobbies you enjoy.)

2. Opposite each item from activity #1 list those jobs which are related to the item.

Example:

Abilities	Interests	Job Possibilities
Express myself well-		politics
		salesperson
		public relations
		teacher
		hotel personnel/ manager
		public speaker
Cycling -		bicycle repairman
		salesman
		shop owner

3. Take another good look at yourself. Can you think of 4 or 5 personal qualities which may affect your job choice? List them.

Example:

Stubbornness __________ __________

__________ __________ __________

Match these personal qualities against the job possibilities you listed in activity #2. Which jobs will you have to eliminate?

Example:

Stubbornness - Salesperson

4. The want ads are an important source of job opportunities. Make a list of all the abbreviations you can find. Opposite each indicate what is meant.

Example:

wk.	week
clk.	clerk

5. Check the want ads for job opportunities in the following categories:

   self employment
   professional jobs
   service jobs
   government jobs
   industrial jobs
   health services

6. Cut out of the "Help Wanted" section unusual jobs. Be prepared to discuss their uniqueness in terms of--

   automation special training/education future growth

7. Make a chart for the room. Everyone can contribute information. Use the categories from activity #5 across the top. Under each, list the jobs you located in the want ads.

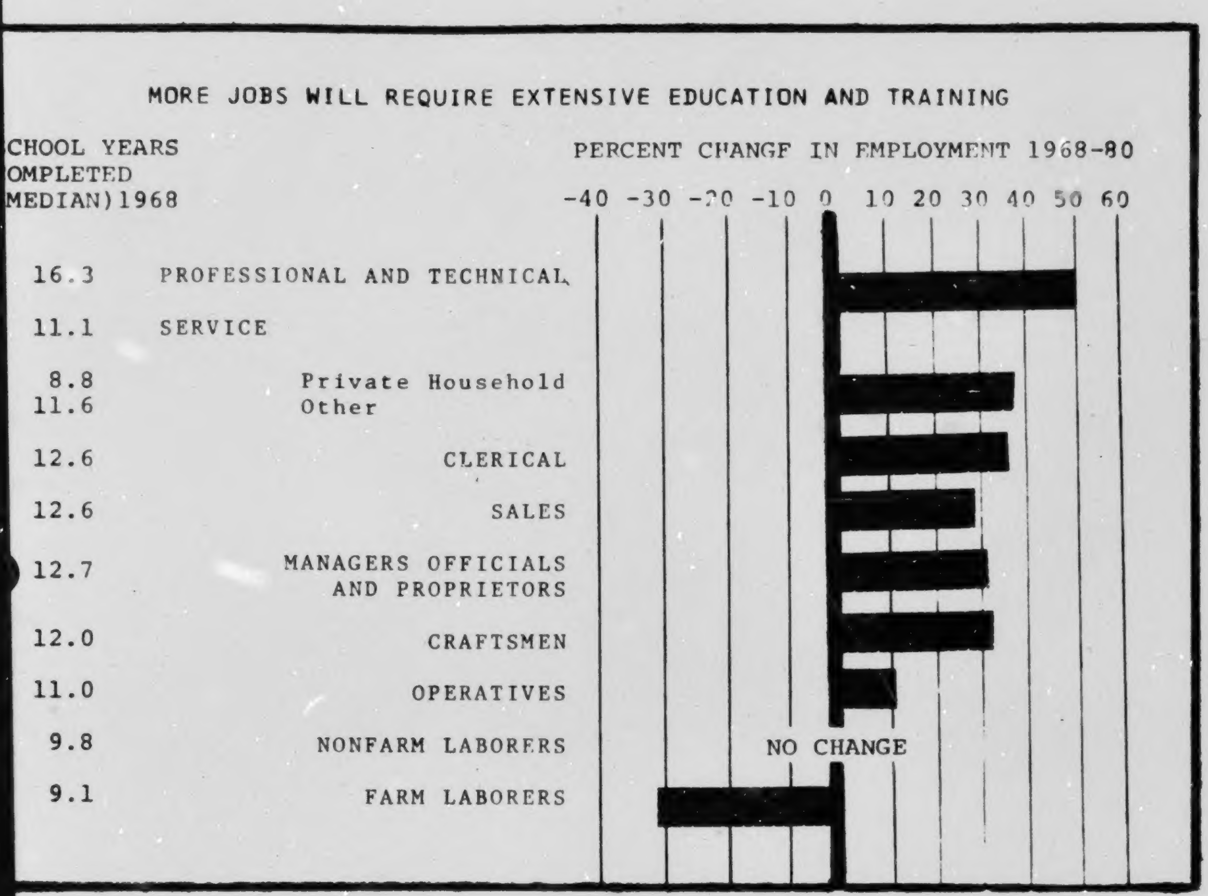
	Self Employment	Professional Jobs	Service Jobs	Government Jobs	Industrial Jobs	Hea Serv
No High School						
2 yrs. High School						
High School Diploma	Carpenter					
Special Training Apprenticeship						
2 Yr. College						
College Diploma						

The left hand column indicates the educational levels requi for each job. See sample. Note to the Teacher: Possible reference sources would be:

Occupational Outlook Handbook Career Brochures

Resource Manual for Career Development (See bibliography)

8. React to the chart below in terms of your educational plans. Chart is in the Occupational Outlook Handbook. Note to the Teacher: This chart may be reproduced for the class.



Some questions to be considered in connection with the chart would be the following:

> In which occupational group will there be more jobs available?
>
> In which group will there be fewer jobs available? Why do you think this will occur?
>
> How will availability of jobs affect your own educational and career planning?
>
> Is education more necessary now than it was in previous years?

9. Consult the Occupational Outlook Handbook, Pages 17-19. Examine the graphs on these pages in terms of information about future career opportunities for you. What have you learned about--

    unemployment rates

    estimated lifetime earnings

    age and labor force

    school enrollments

    training needs

10. Break into small "buzz" groups. Focus your discussions on some of the major changes occurring in society and the effects these changes will have on career planning in terms of:

    educational requirements   on-the-job training

    skills needed   entry jobs

11. Part-time jobs provide excellent after-school opportunities to gain experience. Compile a list of part-time jobs which you might want to investigate. What skills would you need to develop? Note to the Teacher: Sources:

    Want Ads   Resource Manual for Career Development

    (See bibliography)

12. Write to the Department of Labor, State of Illinois, for a copy of Illinois Laws Relating to Labor and Employment. Springfield, Illinois: 1967.

    Summarize the material and present an oral report to the class.

13. Same as activity #12.

    Illinois Industrial Commission, Office of the Secretary, Room 1202, 160 North LaSalle Street, Chicago, Illinois, 60601. Pamphlet: Workmen's Compensation Act, 1967.

14. Develop a Career Information Corner. Write to the sources listed on pgs. 104-108, of the Resource Manual for Career Development for pamphlets, brochures, et cetera, which can b read and displayed for class reference.

15. Many students in your age group have expressed an interest in learning something about the Neighborhood Youth Corps. Call their central office at 205 Wacker Drive (726-0465) for information and literature. Note to the Teacher: See also Resource Manual for Career Development pgs. 116-118.

16. Select a committee to help write a newsletter on the NYC information you have gathered for classroom distribution.

17. Take a class survey on trades and apprenticeship programs the group would be interested in knowing more about. Compile the list.

18. Investigate apprenticeship programs and requirements. Prepare a bulletin board display as a result of your investigation.

Trade	Years of Apprenticeship	General Requirements

Note to the Teacher: See Resource Manual for Career Development or Occupational Outlook Handbook.

19. Your committee is interested in local educational programs for future professional careers. Investigate the possibilities. Summarize these for the class. Note to the Teacher: Sources suggested for activity #18 are appropriate here, too.

20. Interview personnel officers of local businesses or companies to ascertain the future needs and requirements of these companies.

21. Brainstorm the following topics:

What is meant by automation?

Are machines a threat or a boon to the worker?

Which kinds of work may be less necessary in the future?

Will there be more job opportunities in the future?

22. Discuss various industries that have been automated in recent years or that may be automated in the near future. Focus on how automation has affected jobs. Some examples would be:

car wash

laundries

dry cleaning

data processing

chain stores

elevators

teaching machines

coin machines

23. Take a field trip to the Museum of Science and Industry to observe some recent technical changes and discuss their implication for careers.

24. Select a development in our civilization for group study and discuss from the standpoint of new types of jobs. Note to the Teacher: Some examples of recent developments affecting our lives would be:

    Space exploration - will exploration of space create new kinds of occupations in transportation, the food industry, the clothing industry?

    Health - will the expansion of health care facilities create more opportunities in vocations?

    Automation - how will machines affect jobs?

    Education - what will the trend toward longer periods of education mean in terms of jobs? What will the tendency to relieve teachers of many non-teaching duties mean in terms of jobs?

25. Visit a local industry to observe current changes in jobs and discuss changes for the future.

26. Organize a debate. Select your position Present the following statement to the group for its consideration: In the coming years education will probably be more important in the world of work; in the coming years physical strength will be more important in the world of work. Defend your position

27. Which careers will grow most rapidly in the next ten years? Discuss the implications for career opportunities in occupational areas such as teaching, police and fire work, postal workers, et cetera. Consult the Occupational Outlook Handbook for industry profiles.

28. Check the "Help-Wanted" section of the classified advertisements to determine which types of jobs appear most plentiful. List the training and/or education necessary for these jobs.

29. Organize a career conference. Representatives might be invited from various local and city-wide business firms, hospitals, trade unions, et cetera, to discuss future trends and new opportunities available in their specific fields.

30. Invite a speaker from the Illinois State Employment Service to share ideas with the group on future trends and requirements in the employment fields.

31. Now that you have become acquainted with career prospects form a panel to discuss the importance of planning in a changing world. Some points that might be included in such a discussion would be:

    Why plan ahead?

    Does planning insure success?

    Do we ever change our plans?

    Will our long-range goals be the same as our immediate goals?

    What are some factors we should consider in making plans?

APPLYING FOR A JOB

The purpose of this unit is to investigate some of the procedures which relate to the actual seeking of employment. While much of this information may be too specific for most of the students it is included here both for general investigative learning procedures and for those students who may be old enough to seek part-time or summer employment.

Behavioral Objectives

To identify sources of jobs

To name some traits which contribute to job success

To construct letters of application for jobs

To demonstrate how to fill out job application forms

To demonstrate appropriate behavior at a job interview

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of students.

1. Brainstorm the topic "Applying for a Job." What kinds of information should you have before looking for work? Use your responses as topics for small group investigation.

   Example:

   What kind of work may I do at certain ages?

   What kinds of personal information should I have when seeking employment?

   What is an employment application?

   Is the job interview important?

What is social security?

Where can I apply for a social security number?

2. Form a committee to contact local companies and obtain sample application blanks to be reviewed by the group.

3. Prepare a bulletin board display of application blanks.

4. Review and discuss the types of general information a person must know to fill out an application for a job. Note to the Teacher: Duplicate and administer the sample job application blank accompanying this unit. For additional samples refer to Randall, Getting a Job and Dare Getting That Job (see bibliography).

5. Look through the want ads. Select several jobs for which you feel you would like to make application.

6. Write a letter of application for a job. Discuss some of the points which might be included in such a letter of application.

7. In what areas do you feel you need to be better prepared before you seek employment? Put an X before those items you want to investigate further. Form committees to gather needed information.

☐ birth certificate information

☐ employment certificate information

☐ part-time work and child labor law

☐ social security information

8. Discuss some of the sources of jobs, i.e., where does one go to look for jobs? Some examples might be as follows:

school counselor

newspaper

employment agencies (a fee is usually involved) friends

relatives

neighborhood businesses

Illinois State Employment Service

9. You have received word that you are to appear for a personal interview regarding a job application you made. Brainstorm with the group some of the qualities the employer might be seeking.

10. List those qualities which you feel are important in a job interview situation. Prepare a Job Interview Rating Sheet for each student. Note to the Teacher: See sample included with this unit. The pamphlet Timely Tips for Job Seekers, issued by the Illinois State Employment Service may be used with the group for the discussion of things to do before and during the interview.

11. Role play a job interview to demonstrate interview procedures and techniques. Students may rate each interview on the rating sheet developed in activity #10.

12. Plan a debate. Choose the topic you wish to defend.

    Resolved: that ability and skill should be the only factors to determine employability.

    Resolved: that the employer may reject the applicant on the basis of appearance and manners.

13. Complete and discuss the self rating scale on the following page.

14. Write a paragraph on the topic "The Right to Work."

RATING SCALE

	Above Average	Average	Below Average
Initiative			
Self Control			
Awareness of proper dress and job behavior			
Desire to learn			
Willingness to accept supervision			
Ability to work without supervision			
Ability to accept criticism			
Stick-to-itiveness			
Promptness			
Dependability			
Ambition and drive			
Curiosity			
Ability to make decisions			
Leadership			
Ability to subordinate immediate goals for more important future goals			
Cheerfulness			

VOCABULARY TERMS

apprenticeship
birth certificate
deduction
dependents
employment certificate
former employment
fringe benefits
marital status
part-time
pension
personnel
promotion
references
skilled
social security
unskilled
vocational training
withholding tax

APPLICATION FOR EMPLOYMENT

Smith & Sons

Date ____________________
Social
Security Number __________

Name ______________________________
(Last) (First) (Middle)

How long have
you lived here? __________

Address ______________________________

Birthdate ____________ Color of Eyes ________ Color of Hair __________

Do you wear glasses? __________ Height __________ Weight __________

Have you had any serious illness? State kind and date __________

Have you had any serious accidents or operations? State kind and date

Have you any physical defects? State kind

ather's occupation ____________ How long has he held this job? ________

DUCATION ______________________________

lementary School ______________ Address ______________
Years completed ________ Graduation date ________ When left ________

igh School ______________ Address ______________
Years completed ________ Graduation date ________ When left ________

ollege ______________ Address ______________
Years completed ________ Graduation date ________ When left ________

ave you ever been arrested? ________ Ever refused bond? ________
Ever bonded? ________ Date ________

or what position are you applying? ______________________

ho advised you to apply here? ______________________

heck one:
Are you seeking temporary employment ☐ permanent employment ☐
Are you seeking part-time employment ☐ full-time employment ☐

eferences (list three. Please do not list relatives.)
(Name) (Address) (Phone) (Occupation)
1. ______________________________
2. ______________________________
3. ______________________________

Abilities, Hobbies, and Special Training ______________________________

Job Interview Rating Sheet

	Unsatisfactory	Satisfactory	Excellent
1. Cheerfulness			
2. Poise (self-assured not fidgety)			
3. Speech (correct, clear)			
4. Grooming (clean, neat, hair combed, shoes shined)			
5. Punctuality			
6. Directness (speaks to the point, doesn't talk on and on)			
7. Enthusiasm (peppy, interested in job, serious)			
8. Preparedness (has all facts about self ready)			

OCCUPATIONAL INFORMATION RELATED TO THE UNIT

1. Social Security Information

Students who have social security cards may tell the group how they were obtained. In some schools it may be feasible to ask a representative of the nearest office to talk to the group, or a student or committee of the group may visit the nearest office and bring back a report for the entire group.

A list of the present locations of Social Security Administration offices is given below:

Downtown

22 West Madison Street

North

2306 West Lawrence Avenue

South

9415 South Western Avenue
4731 Dr. Martin Luther King Jr. Drive
8800 South Stony Island Avenue

West

4645 West Madison Street

Northwest

4415 North Milwaukee Avenue

2. Employment Certificate Information (ages 14-15)

Some information about employment certificates for students who are 14 and 15 years of age is given below. In communicating this information, the group leader should stress it is important for each student to check that he has the proper proof of birth (information regarding the obtaining of a birth certificate is given at the end of this unit) and that it is readily available when needed. If the topic of "Applying For A Job" is used in the 8th grade, there may be sufficient interest to make it feasible to establish a bulletin board listing information about summer or part-time employment. One of the most common misconceptions about employment certificates (ages 14 and 15) and age certificates (age 16 and older) is that they are secured before obtaining employment. The group should recognize that the student must have a letter from the employer who intends to employ him. The certificate is for a specific job and not for work in general. The group should also be aware that when they reach high school, the student's own counselor in the high school will be available to counsel him on employment opportunities and vocations.

Some of the types of jobs available for summer employment for 14-and 15-year-olds are as follows:

- stock boy in small grocery store
- sales clerk in store
- stock clerk
- retail sales clerk
- inside messenger worker
- office worker
- candy counter girl in theater
- soda fountain boy or girl
- waitress
- bus boy

Schools which have substantial numbers of boys and girls at or near age sixteen may want to spend additional time on the topic of applying for a job. Information regarding social security cards and employment certificates becomes a more immediate problem to them, and the group leader may want to contact the local Illinois State Employment Office for information regarding employment opportunities for students who may be terminating their formal education in the near future or who, after reaching the age of sixteen will probably have a wider range of after-school employment possibilities.

The present locations of the Illinois State Employment offices are as follows:

321 South State Street - General Industrial
- Metal Trades and Apprentices

208 South LaSalle Street - Professional

40 West Adams Street - Sales and Clerical

608 South Dearborn Street - Hotel and Restaurant
- Service

10 South Jefferson Street - Day Labor

226 West Jackson Boulevard- Youth Opportunity

3. Birth Certificate Information

For persons born in Cook County, birth certificates may be obtained at the County Clerk's Office, Bureau of Vital Statistics, 130 North Wells Street (2nd floor.) A charge of $2.00 (at the present time) is made for a copy of a birth certificate.

For persons born in Illinois outside Cook County or in other states, copies of birth certificates may be obtained by writing to the State Department of Health at the State Capitol. The information that should be forwarded to help them, includes the name given at birth, place of birth, date of birth, father's first name, and mother's maiden name. Below is an example of the form that can be duplicated for students born out of Cook County or out of State. This form should be completed and sent to the proper address.

STATE BOARD OF HEALTH

____

____

REQUEST FOR BIRTH CERTIFICATE

Please send a copy of my birth certificate to me at the address listed below. Enclosed you will find $________ in a money order. If I have no record in your office, send me the blanks and instructions for filing.

My name ________________________________

Present address ____________________ Chicago, Illinois

Place of birth ________________________________

Date of birth claimed ________________________________

Father's name ________________________________

Mother's maiden name ________________________________

EMPLOYMENT CERTIFICATES FOR CHICAGO RESIDENTS 14 OR 15 YEARS OF AGE

Employment Certificates - so called work permits - for after school or vacation employment are issued on request to young people, 14 years of age and not yet 16, who apply in person at Pupil Personnel Services, 228 North LaSalle Street, Room 905. The following papers are required:

I. Employer's Statement of Intention to Employ

1. On letterhead paper of employer
2. Letter must state the type of work. Exact hours of work (starting and quitting time) should be stated. (Example: 9:00 A.M. to 4:00 P.M. - employment not permitted before 7:00 A.M. or after 7:00 P.M.) Letter should be signed by employer or agent, and the address of place of employment given.

II. Proof of Age

1. A Birth Certificate issued by City, County, State, or Hospital

   OR

2. Written proof by a registrar of vital statistics that the birth was not recorded and a combination of two of the following:

   a. Baptismal Record
   b. Insurance Policy (several years old)
   c. Elementary School Record
   d. Passport
   e. Bible Record

3. If applicant's name on employer's letter differs from that shown on birth certificate, there must be an affidavit by parent or guardian, or other documentary proof.

III. Parental Approval

A written statement that the parent approves the employment of the young person for the particular job.

IV. Approval of application for work after school and Saturday, signed by the school principal. (This form is provided by State of Illinois, but is not required for vacation employment.) A sample is shown on next page.

Principal's Statement to Issuing Officer as required by Section 12-3
Child Labor Law of Illinois in Effect June 30, 1947

DATE ______________________________ NAME OF SCHOOL ________________

This is to certify that the undersigned has interviewed ________________

residing at ______________________ and that said minor requests that an employment certificate be issued permitting employment outside of school hours. **The school** records disclose that above-named **minor** was born ________

________________, 19___, and has completed the __________ (Last Grade). He or she is in school from ______ A.M. to _______ P.M. with _______ hour for lunch.

Parents' names are:

__________________________ (Father)   __________________________ (Mother)

According to the school records, above-named minor is making satisfactory progress; therefore, I recommend an employment certificate be issued for present employment.

PRINCIPAL ____________________________

By: ____________________________

MINOR, Please note: Employment Certificates are issued by City and County Superintendents cf Schools or their duly authorized agents in each school districts.

Note: This is not an employment certificate but should be delivered to the issuing officer who will issue necessary employment certificate as required by law.

This form may be reproduced by local school authorities and additional information added if necessary to meet local conditions.

Division of Women's and
Children's Employment
160 North LaSalle Street
(Form No. W & C F 28)

STATE OF ILLINOIS

LUCILLE KAHOUN
Superintendent

(23669-ICM-8-70)640

The applicant must bring these papers in person. A physical examination is given before the certificate is issued. In order to provide time for processing, applicants should arrive not later than 4:00 P.M. on week days. The office is not open on Saturday or Sunday. There is no charge for the certificate or the physical examination.

Office Hours: Monday through Friday 8:30 A.M. - 4:00 P.M.
Phone Number: 641-3988 or 641-3989

During the school term young people may work only two or three hours a day on school days and no more than 8 hours on Saturday or Sunday. Permission from school is required for work during the school year.

LOOKING BEYOND HIGH SCHOOL

The purpose of this unit is to explore some of the reasons for education beyond high school and the different types of education that are available. Although the elementary student may be most immediately concerned with his next step - entrance into high school - he probably has some thoughts about what will happen beyond high school. The student is usually familiar with the fact that there are schools beyond high school but he may not be completely aware of the diversity of training that is available to him after high school.

Behavioral Objectives

To describe the variety of post-high school opportunities available

To identify the sources of information for post-high school opportunities

To name the important factors necessary for entrance into post high school education

To identify the reasons for education beyond high schoo

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of the students.

1. Brainstorm the following questions.

What are some educational opportunities beyond high school?

Do some jobs require special training after high school?

Suppose I must leave high school, what happens then?

Is training beyond high school necessary?

Is there financial help available if I don't have money for training beyond high school?

What if I do not want additional education beyond high schol?

2. Focus on the meanings of words associated with plans beyond high school. Describe what these words mean to you and then check sources to compare meanings. Some terms that might be included in a list of pertinent words are:

technology

apprenticeship

college

university

career

junior college/
community college

technical school

business school

financial aid

scholarship

grant

loan

tuition

associate degree

bachelor's degree

master's degree

doctor of philosophy degree

3. Read - What Next for the 8th Grade Graduate? for pertinent information relating to opportunities after high school. Discuss contents.

4. Complete the following chart on types of schools in the Chicago area. Aids to completing the chart would be The College Booklet, published by the Adult Education Council of Greater Chicago and Resource Manual for Career Development, Bureau of Pupil Personnel Services, Board of Education, Chicago.

Type of School	Example in Chicago Area
College::	Public Private
University:	Public Private
Junior College:	Public Private

Type of School	Example in Chicago Area
Technical Institute:	Public Private
Specialized School:	Public Private

5. Develop a list of occupations open to college graduates, high school graduates, and non-high school graduates. A general comparison of pay scales can be made for these jobs. The "Help Wanted" section of the newspaper may be one source of information and the Occupational Outlook Handbook may be another source. The chart may be constructed as follows:

Occupations for College Graduates	
Job	Salary (High-Low Medium)
Engineer	High
Occupations for High School Graduates	
Technician	Medium
Occupations for Non-High School Graduates	
Laborer	Low

6. Interview a college student. Discuss the types of courses or tests that various colleges require.

7. Organize a panel to discuss the following questions:

    What plans should I consider for high school if I intend to go to college?

    What plans should I consider for high school if I am uncertain about further education?

What plans might I consider for high school
if I don't plan to attend college?

8. Discuss "tips" for scholarship or financial aid. Explore some of the things a pupil can do in high school to help him when applying for a scholarship or financial aid. Some points to consider:

   Plan your high school program to include basic college preparatory courses.

   Try to get as good grades as possible.

   Engage in some activities and develop leadership experience.

   Consult college catalogs and financial aid guides.

   Save some money for college. (Even if you receive financial help it probably will not cover all your expenses.)

   Consult with your counselor and watch the bulletin board for scholarship announcements.

9. Consider other post high school training which is not college oriented. Various types of technical and trade programs might be discussed. Note to the Teacher: A source for this discussion would be the Resource Manual for Career Development, a publication of the Bureau of Pupil Personnel Services. Some types of post high school programs to be considered would be:

   Public Evening Schools in Chicago

   Private, trade, and technical schools - examples would be data processing, dental technology, mortuary science, graphic arts, et cetera.

   Apprenticeship Programs - examples of apprenticeable trades in Illinois are: carpenter, plumber, machinist. Information may be obtained from the Apprentice Information Center which is presently located at:

   321 South State Street
   Chicago, Illinois 60604

The teacher should be aware that the foregoing are only some samples of available programs and more detailed information may be obtained from the Resource Manual for Career Development and the specific agencies listed in it.

The thrust of this topic should basically be directed toward the idea that the pupil has many options available to him and his decisions should be based on all the information he has concerning himself and the existing opportunities.

10. Discuss how education beyond high school may expand your horizons in the following areas:

    cultural activities

    leisure-time activities

    social relationships

    economic activities

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